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ABSTRACT

This volume of the basic course in Guarani (the indigenous language of Paraguay) contains the core stage, or class-instructional phase, of the ten units presented in Volume One. These units contain explanations, exercises, dialogues, various types of pattern drills, suggestions for games and communication activities, and various types of vocabulary lists and exercises. Most of the exercises are in Guarani and English, with the exception of the last section of the book which is in Guarani and Spanish. This last section consists of short dialogues on situations and activities one would encounter in daily life in Paraguay. (AMH)

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GUARANI BASIC COURSE

Part II

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CORE STAGE

Cycle 1

Manipulation Phase

model

I-porã-nte	(I'm) just fine.

TO THE STUDENT: The subject of I-porã-nte is understood through context and does not need to be expressed. Depending upon the context it could meen 'I'm just fine', 'He's just fine', 'It's just fine', etc.

pronunciation

I-porã-nte
  porã
I-porã
I-porã-nte

model

Mba'é ixa^pa?	How? How are you?

TO THE STUDENT: Mba'é ixa^pa literally translates as 'How?' However it is used where we would say 'How are you?', 'Hi!', 'Hello' etc.

pronunciation

Mba'é ixa^pa
    ixa
  é ixa
  é ixa^pa
 ba'é ixa^pa
Mba'é ixa^pa

Cycle 2

Manipulation Phase

model

Xe-ŕéra Carlos.	My name (is) Carlos.

TO THE STUDENT: No verb is used to link a subject noun with a predicate noun.

repetition

Xe-ŕéra Carlos.
Nde-ŕéra Gladys.

model

Mba'é ixa^pa nde-ŕéra?	What (is) your name?

TO THE STUDENT: The phrase mba'é ixa^pa nde-ŕéra? is similar to the Spanish 'Como se llama?'

repetition

Mba'é ixa^pa nde-ŕéra?
nde-ŕéra?
pa nde-ŕéra?
Mba'é ixa^pa
Mba'é ixa^pa nde-ŕéra?

A. Mba'é ixa^pa nde-ŕéra?

B. Xe-ŕéra _____?

Cycle 3

Manipulation Phase

model

Xé xe-ŕéra David aveí.	My name is David too.

TO THE STUDENT: Contrast xe-ŕéra 'my name' and Xé xe-ŕéra 'my name', nde-ŕéra 'your name' and ndé nde-ŕéra 'your name'.

A. Xe-ŕéra Carlos.

B. Xé xe-ŕéra Carlos aveí.

Use Phase

listening for comprehension

A. Karaí, mba'é ixa^pa nde-ŕéra?
B. Xe-ŕéra Antonio Gomez.
A. Ha! Xé xe-ŕéra Antonio Gomez aveí.
B. A-vy'á roi^kuaá vo.
A. Xé aveí.

appropriate response

What are both men named?

REINFORCEMENT STAGE

Games and Contests

GAMES:

1. Every student puts his name in a hat and then draws a name from the hat. (It's all right if he draws his own name.) The students then go around the classroom and greet everyone else, and ask everyone else what his name is. (Each students assumes the name that he drew from the hat.)

2. Each student is provided pictures of famous persons. He holds up one picture at a time and asks 'What's my name?'

CONTESTS:

1. Game No. 1. could be used as a contest by seeing who could get everyone's name the quickest. The names would have to be written down on a piece of paper and checked for accuracy.

2. See who can talk the longest in Guarani without long pauses or grammatical errors. The game would work well by dividing the class into teams of two and having them talk together.

LIVE SITUATIONS:

1. The students should use the greeting among fellow students and teachers whenever they see them in or out of class.

CORE STAGE

pronunciation practice

a e i o u	like Spanish vowels.

repetition

a aveí
e xe
i karaí
o vo
u -hendú

y	lips drawn back as for i; tongue position for the vowel of put.

repetition

y jevý
y a-vy'á

j v h	much like the English consonants

repetition

j jevý, jopará, juká, japú, jirú
v vo
h ha

x	sh in English
g	ng in English
gu and a vowel	w in English and a vowel

repetition

x xé, xáke, xopî, xuxú, xíka, xyryrý
g ko'ága
gu guasú, guejý, guiiilí, guyrá

t d n p k '	
m n n r s l	like Spanish consonants

repetition

I-porã-nte ndé pora mba'é ixa'pa karaí -pagá

mba'é -ñe'ẽ xe-ŕéra -studiá la l-pora pa

	Glottal stop as in 'mountain' or 'oh-oh'.

repetition

so'ó
ha'á
hu'ú
ha'é
mba'é
a-vy'á
-ñe'ẽ

ã ẽ ĩ õ ũ ỹ	Any vowel may be nasalized

contrast drill

ã	porã	porá
ẽ	peẽ	peé
ĩ	oĩ	oí
õ	moõ	moó
ũ	rù	rũ
ỹ	pỹ	py

nasal	j - ñ	pronounced ñ
nasal	d - ḍ	silent
nasal	b - ḅ	silent

contrast drill

ja	ña
ndé	nḍẽ
mba'é	mḅa'ẽ

non-nasal	nasal	
´	~	primary stress
`	≃	secondary stress

repetition

ndé
porã
nde-réra
oĩ-porã
karaí
I-porã-nte
ha'é
ha'è kuéra

peẽ	hẽe	kuaá	volume is loudest at point of stress

repetition

pee
nee
kuaá
karaí
-studiá
I-pora-nte

---

vowel.vowel	pronounced as a glottal stop or a long vowel.

---

repetition

-mba.apó

model

---

t̂éra	a name
ĥéra	his name
xe-ř́éra	my name

TO THE STUDENT: certain words begin with t when they are not possessed, h when they are third person possessive, and r when they are possessed by any other person. This type of change will be called the RH factor.

I-pora-nte	The hyphen is a symbol placed arbitrarily in words to facilitate the teaching of the grammar.

Mba'é ixa^pa	The hat connects ^pa, negative affixes and other elements to be discussed later.

-Ikuaá -Japó

TO THE STUDENT: verb stems which begin with a capital I or J are I-verbs or J-verbs, respectively. I-verbs require an 'i' on any prefix added to the verb stem; J-verbs require a 'j'.

REINFORCEMENT STAGE

Games and Contests

GAMES:

1. The teacher reads words with and without glottal stops. The student raises his hand if the word contains a glottal stop.

Example:	haè	ha'é
	peë	pe'ë
	mbaé	mba'é

2. Same as Game 1. but with nasalization instead of glottal stops.

Example:	pee	peé
	oré	orẽ
	ñe'ẽ	ñe'é
	porà	porá
	etc.	etc.

3. Same as Game 1. but with the vowel y.

Example:	jevý	jevú
	a-vu'a	a-vy'á
	ykuá	ukuá
	jeví	a-vi'á
	etc.	etc.

CONTESTS:

1. The teacher reads words that students know but he varies the stress, nasal and glottal stops. The students write what they hear.

2. The students read back what they wrote in CONTEST 1.

Live Situations

1. Listen for the y sound in English or any other language you are in contact with.

2. Practice saying English words with nasalized vowels.

3. Practice using y in place of 'u' in English words.

CORE STAGE

Cycle 1

Manipulation Phase

model

Xé^pa?	(Who) me?

TO THE STUDENT: The statement 'me' is xé. The question '(Who) me?' is either xé? (with upward intonation) or xé^pa? The pa added to a word or phrase makes the word or phrase a question.

point and say

Xé^pa?	(Who) me?
Ndé^pa?	(Who) you?
Oré^pa?	(Who) us?
Peĕ^pa?	(Who) you-all?
Carlos^pa?	(Who) Carlos?

point and ask

Xé	Ndé^pa?
Ha'é.	Ha'é^pa?
Ndé.	Xé^pa?
Carlos.	Carlos^pa?
Oré.	Peĕ^pa?
Peĕ.	Oré^pa?

model

E-hendú	Listen	Escuche
Pe-hendú	Listen	Escuchen

TO THE STUDENT: E plus the VERB STEM is the command directed toward one person. Pe plus the VERB STEM is the command directed toward more than one person. (-'é is irregular.)

conversion (given a singular command form, change it to the plural and vica versa.)

Singular	Plural
E-hendú	Pe-hendú
E-ñe'è	Pe-ñe'é
E-studiá	Pe-studiá

model

E-hèndu mï.	Listen a little.	Escuche un poco.

TO THE STUDENT: mi after the command softens the command. Literally mi means 'a little'. Note also that mï takes the primary stress.

conversion (given a simple command form, change it to a softened command form.)

E-hendú	E-hèndu mi.
E-ñe'e	E-ñè'e mi.
E-studiá	E-stùdia mi.
Er-é	Er-e mi.

dialog 1.

A.	E-stùdia mi.	Study'
B.	Xé^pa?	(Who) me?
A.	Ndé.	You

dialog 2.

A.	Pe-stùdia mï!	Study!
B.	Oré^pa?	(Who) us?
A.	Pee.	You

Use Phase

interpreting (give the dialog responses)

Politely tell (name) to	study listen speak say (it)
Politely tell (names) to	study listen speak say (it)

Cycle 2

Manipulation Phase

model

Xé a-hendú.	I listen.

TO THE STUDENT: when the subject of a verb is 'I' (xé), the PERSON PREFIX a must be added to the verb stem. (Again, -'e is irregular.)

act out

Xé a-hendú.	I listen.
Xé a-studiá.	I study.
Xé a-ðe'ẽ.	I talk.
Xé ha-'é.	I say.

model

A-hendú	I listen.

TO THE STUDNET: since the PERSON PREFIX specifies the subject, the subject pronoun is not necessarily expressed. The relation between a-hendú and xé a-hendú is the same as between 'escucho' and 'yo escucho'.

translation

A-hendú.	I listen.
A-ñe'ë.	I talk.
A-studiá	I study.
Ha-'é.	I say.

model

A-hendú hĭna.	I am listening.

TO THE STUDENT: hĭna after the verb makes it progressive.

translation

A-hendú hĭna.	I am listening.
A-ñe'ë hĭna.	I am talking.
A-studiá hĭna.	I am studying.
Ha-'é hĭna.	I am saying (it).

patterned response

Xé a-studiá hĭna.	Xé a-studiá hĭna aveí.
Xé a-ñe'ë hĭna.	Xé a-ñe'ë hĭna aveí.
Xé a-hendú hĭna.	Xé a-hendú hĭna aveí.
Xé ha-'é hĭna.	Xé ha-'é hina aveí.

dialog

A.	E-hèndu mí.	Listen a bit.
B.	Xé^pa? A-hendú hína.	Me? I'm listening.

Use Phase

interpreting (give the dialog responses)

Politely tell (name) to

study
speak
listen
tell it
read

Cycle 3

Manipulation Phase

model

Ndé re-studiá hína.	You are studying.

TO THE STUDENT: when the subject is 'you' (ndé), the PERSON PREFIX re must be added to the verb stem.

repetition

Ndé re-studiá hína.	You are studying.
Ndé re-hendú hína.	You are listening.
Ndé re-ñe'ẽ hína.	You are talking.

model

Ndé re-studié hína guaraní.	You are studying Guarani.

repetition

Xé a-ñe'ẽ hína guaraní.	I am speaking Guarani.
Xé a-hendú hína guaraní.	I am listening (to) Guarani.
Ndé re-studiá hína guaraní.	You are studying Guarani.
Ndé re-ñe'ẽ hína guaraní.	You are speaking Guarani.

model

Ndé^pa re-studiá hína guaraní?	Are you studying Guarani?
Re-studiá^pa hína guaraní?	

TO THE STUDENT: a yes-no question is formed by adding ^pa after the first word of the sentence.

repetition

Ndé^pa re-hendú hína?	Are you listening?
Re-hendú^pa hína?	Are you listening?
Ndé^pa re-ñe'ẽ hína?	Are you talking?
Re-ñe'ẽ^pa hína?	Are you talking?

patterned response

Re-ñe'ẽ^pa hína?	Nahániri. Ndé^pa re-ñe'ẽ hína?
Re-hendú^pa hína?	Nahániri. Ndé^pa re-hendú^pa?
Re-studiá^pa hína?	Nahániri. Ndé^pa re-studiá^pa?

dialog

A. Re-studiá^pa hína guaraní?

B. Nahániri. Ndé^pa re-studiá hína guaraní?

Use Phase

interpreting

Ask (name) if he is studying English.
Ask (name) if he is speaking French.
Ask (name) if he is reading Spanish.
Ask (name) if he is listening to Guarani.

listening for comprehension

Xé a-ñe'ẽ hína.
Ndé, (name), re-hendú hína.

appropriate response

Xé^pa a-hendú hína?

Ndé^pa re-ñe'ẽ hína?

dialog

A.	Ndé^pa re-studiá hína guaraní?	Are you studying Guarani?
B.	Hẽe, a-studiá hína guaraní.	Yes, I'm studying Guarani.
A.	Re-studiá^pa hína inglés aveí.	Are you studying English too?
B.	Nahániri. Ha'é o-studiá hína inglés.	No. He's studying English.

Cycle 4

Manipulation Phase

model

Carlos o-studiá hína.	Carlos is studying.
Ha'é o-studiá hína.	He is studying.

TO THE STUDIENT: the PERSON PREFIX for third person (he, she or it) is o.

repetition

Ha'é o-hendú hína.	He is listening.
Ha'é o-studiá hína.	He is studying.
Ha'é o-ñe'ë hína.	He is speaking.
(Name) o-leé hína.	(Name) is speaking.
(Name) o-scriví hína.	(Name) is writing.

patterned response

model: Carlos^pa o-studiá hína inglés?
Hëe, o-studiá hína.

Ha'é^pa o-ñe'ë guaraní?
Hëe, o-ñe'ë guaraní.

O-leé^pa hína?
Hëe, o-leé hína.

drill: Carlos^pa o-ñe'ë hína inglés?
Hëe, o-ñe'ë hína inglés.

Gládys^pa o-ñe'ë inglés aveí?
Hëe, o-ñe'ë inglés aveí.

Ha'é^pa o-studiá guaraní?
Hëe, o-studiá guaraní.

O-leé^pa hína kuñà-karaí Gomez?
Hëe, o-leé hína.

model: Re-studiá^pa hína karaì-ñe'ẽ ko'ãga?
Hée, ko'ãga a-studiá hína karaì-ñe'ẽ.

Re-ñe'ẽ^pa hína guaranî-me ko'ãga?
Hée, ko'ãga a-ñe'ẽ hína guaranî-me.

Re-hendú^pa hína ko'ãga?
Hée, ko'ãga a-hendú hína.

drill: Re-studiá^pa hína guaraní ko'ãga?
Hée, ko'ãga a-studiá hína guaranî.

Re-leé^pa hína inglés ko'ãga?
Hée, ko'ãga a-leé hína inglés.

Re-scriví^pa hína karaì-ñe'ẽ ko'ãga?
Hée, ko'ãga a-scriví hína karaì-ñe'ẽ.

lexical substitution

o-studiá	(Name) o-studiá hína.
o-leé	(Name) o-leé hína.
o-scriví	(Name) o-scriví hína.
o-manõ (die)	(Name) o-manõ hína.
o-ké (sleep)	(Name) o-ké hína.

grammatical substitution

(xé)	Xé a-studiá hína guaranî.
ndé	Ndé re-studiá hína guaranî.
ha'é	Ha'é o-studiá hína guaranî.
(ha'é)	Ha'é o-scriví hína.
ndé	Ndé re-scriví hína.
xé	Xé a-scriví hína.
(xé)	Xé a-leé hína.
ha'é	Ha'é o-leé hína.

Cycle 5

Manipulation Phase

model

Peẽ pe-ñe'ẽ hína.	You-all are speaking.

TO THE STUDENT: pe is the PERSON PREFIX for 'you-all' (peẽ).

repetition

Peẽ pe-hendú hína.	You-all are listening.
Pee pe-studiá hína.	You-all are studying.
Peẽ pe-ñe'ẽ hína.	You-all are talking.

model

Oré ro-ñe'ẽ hína.	We are talking.

repetition

Oré ro-hendú hína.	We are listening.
Oré ro-studiá hína.	We are studying.
Oré ro-ñe'e hína.	We are talking.
Oré ro-ñe'ẽ guaraní.	We are talking Guarani.

grammatical substitution

(peẽ)	Peẽ pe-ñe'ẽ hína.
Oré	Oré ro-ñe'ẽ hína.
xé	Xé a-ñe'ẽ hína.
ndé	Ndé re-ñe'ẽ hína.
ha'é	Ha'é o-ñe'ẽ hína.
(xé)	Xé a-studiá hína.
ndé	Ndé re-studiá hína.
ha'é	Ha'é o-studiá hína.
peẽ	Peẽ pe-studiá hína.

model

Inglés-pe	In English
Guaraní-me	In Guarani

TO THE STUDENT: 'in' is -pe. After a stressed nasalized vowel -pe becomes -me. It is common in Guareni to say 'speak in a language'.

repetition

Inglés-pe	In English.
Guaraní-me	In Guarani.
Èr-e mí inglés-pe.	Say (it) in English.
Èr-e mí guaraní-me.	Say (it) in Guarani.
E-ñẽ'e mí guaraní-me.	Speak in Guarani.
E-ñẽ'e inglés-pe.	Speak in English.

patterned response

model: Pe-ñe'ẽ hína guaraní ko'ãga?
Hẽe, ro-ñe'ẽ hína guaraní.

Pe-hendú^pa hína karaì-ñe'ẽ ko'ãga?
Hẽe, ro-hendú hína karaì-ñe'ẽ.

drill: Pe-studiá^pa hína ko'ãga?
Hẽe, ro-studiá hína inglés.

Pe-ñe'ẽ hína karaì-ñe'ẽ-me.

dialog

A.	Pe-ñe'ẽ^pa hína inglés-pe?	Are you-all talking in English?
B.	Nahániri. Oré ro-ñe'ẽ hína guaraní-me.	No. We're talking in Guarani.
A.	Guaraní-me? Oì-porã!	In Guarani? That's good!

Use Phase

listening for comprehension

Xé a-ñe'ẽ hína guaraní-me.
Ndé re-ñe'ẽ hína karaì-ñe'ẽ-me.
Peè pe-ñe'ẽ hína inglés-pe.
Ha'é o-ñe'ẽ hína ruso-pe.

appropriate response

1. Xé^pa a-ñe'ẽ hína guaraní-me?
2. Ndé^pa re-ñe'ẽ hína ruso-pe?
3. Peè^pa pe-ñe'ẽ hína inglés-pe?
4. Ha'é^pa o-ñe'ẽ hína karaì-ñe'ẽ?
5. Oré^pa ro-ñe'ẽ hína chino-pe?

interpreting

1. Ask (name) if I am speaking in Guarani.
2. Ask (name) if I am studying in Guarani.
3. Ask (name) if he is studying in Guarani.
4. Ask (name) if he is speaking in Guarani.
5. Ask (name) if you are speaking in Guarani.

REINFORCEMENT STAGE

Games

1. The students sit in a circle. One student is chosen as the COMMANDER. The Commander gives each student a command such as:

   STUDY TALK LISTEN

   SAY IT

   The students act out the command by holding their hands like a book for STUDY, putting a hand to the ear for LISTEN, etc., and responds by saying I'M STUDYING, or I'M LISTENING, etc. The Commander says: THAT'S FINE, and goes on to the next student.

   After everyone is given a command the Commander asks each one: ARE YOU STUDYING? or ARE YOU LISTENING? etc., and the students reach respond appropriately YES, I'M STUDYING, or NO, I'M TALKING, or whatever he is doing.

   Students each take turn being the COMMANDER.

2. Students sit in a circle. One student is chosen as IT, and leaves the room for a minute. Each student is assigned something to be doing such as STUDYING, TALKING, etc. One person is chosen as the FIBBER.

1. Los estudiantes se sientan en un circulo. Uno de ellos es elegido como el COMANDANTE. El Comandante da a cada estudiante una ordern tal como:

   ESTUDIE HABLE ESCUCHE

   DIGALO

   Al recibir la orden los estudiantes actuan alzando sus manos como con un libro para el ESTUDIO, o poniendo us manos en sus oidos en actitud de OIR, ect.,,y a la vez respondiendo: YO ESTOY ESTUDIANDO o YO ESTOY ESCUCHANDO etc., El Comandante dice: MUY BIEN y sigue hacia el próximo estudiante.

   Despues de que cada uno halla recibido una orden, el Comandante pregunta ESTA UD. ESTUDIANDO? o ESTA UD. ESCUCHANDO? etc., y cada estudiante da la respuesta apropiado, SI ESTOY ESTUDIANDO o NO, ESTOY HABLANDO, o cualquier cosa que está haciendo.

   Cada estudiante toma el turno de COMANDANTE.

2. Los estudiantes se sientan en un circulo. Uno de ellos, el señor X, sale fuera de la clase por un minuto. A cada estudiante se le asigna estar haciendo una acción determinada como ESTUDIANDO, HABLANDO etc. Entre todos se elige un EMBUSTERO.

IT comes back into the room and begins asking what the different students are doing:

ARE YOU STUDYING?

ARE YOU TALKING?

IS HE LISTENING?

etc. Everyone except the FIBBER has to tell the truth. The FIBBER has to fib. IT tries to find out what everyone is really doing and who the FIBBER is.

Students take turns being IT.

X vuelve al salon de clase y pregunta que está haciendo diferentes estudiantes:

ESTA U[illegible]. ESTUDIANDO?

ESTA UD. HABLANDO?

ESTA EL ESCUCHANDO?

etc. Todos, excepto el EMBUSTERO, debe decirle la verdad. El EMBUSTERO tiene que mentir. X trata de saber que está haciendo realmente cada uno y quién es el EMBUSTERO.

Todos los estudiantes toman su turno de señor X.

3. Students sit in a circle. One person is chosen as IT. IT tells each student what he is doing:

YOU'RE LISTENING.

YOU'RE TALKING.

etc. The students have to keep track of what every student is assigned.

Then IT asks someone to tell him what everyone is doing:

I'M LISTENING.

HE'S STUDYING.

etc. If he gets one wrong and IT gets it right, he is the new IT.

3. Los estudiantes se sientan en un circulo. Una persona es elegida como X. X dice a cada estudiante que deberá estar haciendo:

UD. ESTA ESTUDIANDO.

UD. ESTA HABLANDO.

etc. Todos los estudiantes tienen que tener en cuenta que es asignado a cada estudiante.

Entonces X pregunta a cualquiera que está haciendo cada uno:

YO ESTOY ESCUCHANDO.

EL ESTA ESTUDIANDO.

etc. Si el estudiante a quién es hecha la pregunta se equivoca y X no, él es el nuevo X.

Games and Contests

Juegos y Concursos

1. The teacher gives a statement without using a pronoun:

   O-HENDÚ HĬNA

   OR

   A-STUDIÁ

   etc. The students question the statement as fast as they can:

   HA'É^PA?

   NDÉ^PA?

   ORÉ^PA?

   Whoever questions it correctly first, gets a point.

2. The teacher gives each student a command, or tells him what he is doing:

   E-HÈNDU MĬ.

   NDÉ RE-STUDIÁ HÌNA.

   etc. The student responds by acting out the command and saying what he is doing. If he gets it right he gets a point.

1. El profesor da una frase sin usar pronombres:

   ESTA ESCUCHANDO.

   O

   ESTUDIO.

   etc. Los estudiantes, usando el pronombre apropiado preguntan lo más pronto que puedan:

   EL?

   NOSOTROS?

   UD.?

   La primera pregunta correcta gana un punto.

2. el profesor da a cada estudiante una orden o le dice que está haciendo:

   ESUCUCHE.

   UD. ESTA ESTUDIANDO.

   etc. El estudiante responde realizando la acción que la orden implica y diciendo que está haciendo. Si lo hace bien gana un punto.

3. One of the students is chosen as IT. IT leaves the room. The others are each assigned an activity identification:

NDÉ RE-STUDIÁ HĨNA

NDÉ RE-SCRIVÍ HĨNA

NDÉ RE-ÑE'Ẽ HÌNA

NDÉ RE-HENDÚ HĨNA

NDÉ RE-LEÉ HÌNA

IT is then called into the room and is told:

PETEĨ O-LEÉ HINA, HA

OTRO KATU O-SCRIVÍ HÌNA,

etc.

IT then asks different people about their activity;

(NDÉ^PA RE-LEÉ HĨNA?)

or the activity of others:

(HA'É^PA O-HENDÚ HĨNA?)

3. Uno de los estudiantes es elegido como X. X deja el salon de clase. Los otros se asignan uno al otro una actividad que les identifique:

UD. ESTA ESCUCHANDO.

UD. ESTA ESCRIBIENDO.

UD. ESTA ESTUDIANDO.

UD. ESTA HABLANDO.

UD. ESTA LEYENDO.

X es llamado al salon de clase y se le dice:

UNO ESTA LEYENDO,

OTRO ESTA ESTUDIANDO,

etc.

X pregunta a diferentes personas acerca de su actividad:

(ESTA UD. LEYENDO?)

o las actividades de otros:

(ESTA EL ESCUCHANDO?)

Catch and Say

Agarre y Diga

4. Form a circle, with IT in the middle. IT throws a ball or bean bag to someone in the circle and gives a command. The person must catch the object, respond and throw the object back within four seconds, (before IT counts to four in Guarani or ten in Spanish). The person with the object must give the correct response to the command given by IT.

   Example: if IT says:

   E-HÈNDU MI.

   The person must say:

   XÉ A-HENDÚ HINA.

4. Formen un circulo con X en el medio. X tira una pelota or cualquier objecto suave a alguno en el circulo y da una orden. La persona debe coger el objecto, responder y tirar de vuelta el objeto dentro de 4 segundos, (antes que X cuente hasta 10). La persona con el objeto debe dar una respuesta correcta a la pregunta u orden dada por X.

   Ejemplo: Si X dice:

   ESCUCHE.

   La persona debe decir:

   ESTOY ESCUCHANDO.

Live Situations

1. Try to find as many situations as possible to use the phrases in the lesson. When you see someone studying, for example, ask: ARE YOU STUDYING GUARANI?, etc.

2. Use the phrases in class whenever appropriate: SAY IT AGAIN. SAY IT IN ENGLISH. ARE YOU TALKING IN GUARANI?, etc.

3. Whenever you hear something in English or Spanish that you know how to say in Guarani (even if it's just a word) think of how you would say it in Guarani.

REVIEW STAGE

translation	
Xé^pa?	(Who) me?
Oré^pa?	(Who) us?
E-hendú.	Listen (you).
Pe-hendú.	Listen (you-all).
Èr-e mĭ.	Say (it) (you).
Pèj-e mĭ.	Say (it) (you-all).
Xé a-hendú.	I listen.
Xé a-hendú hĭna.	I am listening.
A-ñe'ẽ hĭna guaranĭ.	I am speaking Guarani.
Ndé re-ñe'ẽ hĭna inglés-pe.	You are speaking in English.
Xé ha-'é.	I say.
Xé a-studiá hĭna guaranĭ.	I am studying Guarani.
Ndé re-studiá hĭna inglés?	Are you studying English?
Re-ñe'ẽ^pa hĭna guaranĭ-me?	Are you speaking in Guarani?
Carlos^pa o-studiá hĭna guaranĭ?	Is Carlos studying Guarani?
Pe-ñe'ẽ hĭna inglés-pe?	Are you-all talking in English?
Guaranĭ-me^pa?	In Guarani?
Ro-ñe'ẽ guaranĭ-me.	We speak in Guarani.
Èr-e mĭ guaranĭ-me.	Say (it) in Guarani.
Pèj-e mĭ inglés-pe.	Say (it) (you-all) in English.
E-ñè'e mĭ guaranĭ-me.	Talk in Guarani.
Oĭ-porã!	That's good (fine)!

appropriate response

1. E-hèndú mi.
2. Mba'é ixa^pa?
3. Mba'é ixa^pa nde-ŕéra?
4. Re-studiá^pa hína guaraní?
5. Re-ñe'ẽ^pa hína guaraní?
6. Carlos^pa o-ñe'è guaraní-me?
7. Èr-e mí 'hello' guaraní-me.
8. Èr-e mí 'Guaraní' guaraní-me.
9. Ndé^pa re-studiá hína inglés?
10. Re-hendú^pa hína?
11. O-hendú^pa hína?
12. E-ñe'ẽ inglés-pe.
13. E-ñẽ'e mi guaraní-me?
14. Pee^pa pe-studiá hína inglés?
15. Pe-studiá^pa hína guaraní?
16. A-ñe'ẽ^pa guaraní-me?
17. Ha'é^pa o-studiá hína?
18. Carlos^pa o-hendú hína?
19. Mba'é ixa^pa re-studiá hína guaraní?
20. Pe-ñe'ẽ^pa hína guaraní?

relistening

1. A. Mba'é ixa^pa, Carlos?

   B. I-porã-nte. Ha ndé?

   A. I-porã-nte aveí. Ndé^pa re-studiá hĩna guaranĩ?

   B. Hẽe, a-studiá hĩna.

   A. Ha David? O-studiá^pa hĩna guaranĩ aveí?

   B. Nahãniri, ha'é o-studiá hĩna inglés.

   A. Oĩ-porã! Xé ha Gládys ro-studiá hĩna inglés aveí.

2. A. Gládys ha Carlos, mba'é ixa^pa?

   B. I-porã-nte. Ha ndé?

   A. I-porã-nte aveí. Pe-ñe'ẽ^pa inglés?

   B. Oré^pa? Nahãniri, oré ro-ñe'ẽ guaranĩ.

   A. Èr-e mĩ 'Hello' guaranĩ-me.

   B. "Mba'é ixa^pa?" Oĩ-porà^pa?

   A. Hẽe, oĩ-porã.

3. A. Re-studiá^pa hĩna guaranĩ, Carlos?

   B. Hẽe, a-studiá hĩna.

   A. Mba'é ixa^pa re-studiá?

   B. Xé a-ñe'ẽ guaranĩ-me.

   A. Oĩ-porã, Carlos.

Pronunciation practice

nasal vowel (ṽ)

hẽe
ɔ-sẽ
ñe·ẽ

nasal vs. oral vowel (ṽ : v)

pe	:	peẽ
ko'ãĝa	:	ko'ára
roi-kuaã	:	mokõi

vowel - glottal catch - vowel (v'v)

ha'é
he-'í
ñe'ẽ

v'v vs. vv

he-'Ĩ	:	peteĩ´ karaí
ñe'ẽ	:	peẽ

CORE STAGE

Cycle 1

Manipulation Phase

model

O-studiá hĩna guaraní ko'ãg̃a.	He's studying Guarani now.

substitution

guaraní	o-studiá hĩna guaraní ko'ãg̃a.
inglés	o-studiá hĩna inglés ko'ãg̃a.
karaĩ-ñe'ẽ	o-studiá hĩna karaĩ-ñe'ẽ ko'ãg̃a.
portugués	o-studiá hĩna portugués ko'ãg̃a.

model

Mba'é^pa o-studiá hĩna karaí Taylor?	What is Mr. Taylor studying?

substitution

karaí Taylor	Mba'é^pa o-studiá hĩna karaí Taylor?
kuñã-karaí Taylor	Mba'é^pa o-studia hĩna kuñã-karaí Taylor?

dialog

A. Mba'é^pa o-studiá hĩna (name)?

B. O-studiá hĩna guaraní ko'ãg̃a.

Use Phase

directed discourse

1. E-porandú (name)-pe mba'é^pa o-studiá hĩna (name).
2. E-porandú (name)-pe o-studiá^pa hĩna guaranĩ.

listening for comprehension

Karaí Taylor o-studiá hĩna guaranĩ ko'ãga ha kuñà-karaí Peralta o-studiá hĩna inglés.

appropriate response

1. Mba'é^pa o-studiá hĩna karaí Taylor?
2. Mba'é^pa o-studiá hĩna kuñà-karaí Peralta?
3. O-studiá^pa hĩna guaranĩ kuñà-karaí Peralta?
4. Ndé^pa re-studiá hĩna inglés?
5. Xé^pa a-studiá hĩna karaĩ-ñe'ẽ?
6. Mãva^pa o-studiá hĩna karaĩ-ñe'ẽ?

Cycle 2

Manipulation Phase

model

O-leé hĩna ko'ãga.	He's reading now.

substitution

ñe'ẽ	O-ñe'ẽ hĩna ko'ãga.
leé	O-leé hĩna ko'ãga.
scriví	O-scriví hĩna ko'ãga.
hugá fubol	O-hugá fubol ko'ãga.

model

Mba'é^pa oj-apó hĩna (name)?	What is (name) doing?

patterned response

model: Mba'é^pa oj-apó hĩna ko'ãĝa? O-leé^pa hĩna?
Hèe, o-leé hĩna.

Mba'é^pa oj-apó hĩna ko'ãĝa? O-hugá^pa hĩna fubol?
Hèe, o-hugá^pa hĩna fubol.

drill: Mba'é^pa oj-apó hĩna ko'ãga? O-scriví^pa hĩna?
Hèe, o-scriví hĩna.

Mba'é^pa oj-apó hina ko'ãga? O-ñe'è^pa hina guaranĩ-me?
Hèe, o-ñe'ẽ hina guaranĩ-me.

Mba'é^pa oj-apó hina ko'ãga? O-studiá^pa hĩna inglés?
Hèe, o-studiá hina inglés.

Use Phase

directed discourse

1. E-porandú (name)-pe mba'é^pa xé aj-apó hĩna.
2. E-porandú a-leé^pa hina.
3. E-porandú xé-ve mba'é^pa (name)-pe oj-apó hĩna.

patterned response

model: Mba'é^pa rej-apó hĩna? Re-leé^pa hĩna?
Hẽe, a-leé hĩna.

Mba'é^pa rej-apó hĩna? Re-scriví^pa hĩna?
Hẽe, a-scriví hĩna.

drill: Mba'é^pa rej-apó hína? Re-studiá^pa hína?
Hée, a-scriví hína.

Mba'ẽ^pa rej-apó hína? Re-hugá^pa hína fubol?
Hée, a-hugá hína fubol.

model: Mba'é^pa aj-apó hína? A-scriví^pa hína?
Hée, re-scriví hína.

drill: Mba'é^pa aj-apó hína? A-leé^pa hína?
Hée, re-leé hína.

Mba'é^pa aj-apó hína? A-studiá^pa hína?
Hée, re-studiá hína.

directed discourse

1. E-porandú (name)-pe mba'é^pa oj-apó hína.
E-porandú o-leé^pa hína.

2. E-porandú (name)-pe mba'é^pa rej-apó hína.
E-porandú re-studiá^pa hína.

patterned response

model: Mba'é^pa roj-apó hína? Ro-studiá^pa hína?
Hée, pe-studiá hína.

drill: Mba'é^pa roj-apó hína? Ro-ñe'ẽ^pa hína guaraní-me?
Hée, pe-ñe'ẽ hína guaraní-me.

Mba'é^pa roj-apó hína? Ro-scriví^pa hína?
Hée, pe-scriví hína.

model: Mba'é^pa pej-apó hína? Pe-studiá^pa hína?
Hée, reo-studiá hína?

drill: Mba'é^pa pej-apó hína? Pe-hugá^pa hína?
Hée, ro-hugá hína.

Mba'é^pa pej-apó hína? Pe-ñe'ẽ^pa hína guaraní-me?
Hée, ro-ñe'ẽ hína guaraní-me.

directed discourse

1. E-porandú oré-ve mba'é^pa roj-apó hĩna. E-porandú ro-ñe'ẽ^pa hĩna inglés-pe.

2. E-pornadú (name)-pe mba'é^pa pej-apó hĩna. E-porandú pe-leé^pa hĩna.

listening for comprehension

Karaí Martínez o-studiá hĩna ingles, ha ndé, (name), re-studiá hĩna guaraní, ha xé a-studiá hĩna karaĩ-ñe'ẽ.

appropriate response

1. Mâva^pa o-studiá hĩna inglés?

2. Mba'é^pa xé a-studiá hĩna?

3. Ha ndé, (name), mba'é^pa re-studiá hĩna?

4. Mba'é^pa rej-apó hĩna?

5. Mba'é^pa oj-apó hĩna (name)?

6. Mba'é^pa xé aj-apó hĩna?

7. Mba'é^pa aj-apó hĩna ko'ãga?

Cycle 3

Manipulation Phase

model

Ñandé ja-studià va.erã guaranî.	We ought to study Guarani.

TO THE STUDENT: The PERSON PREFIX which corresponds to ñandé is ja- or within a nasal span ña-.

substitution

ja-studiá	Ñandé ja-studià va.erã guaranî.
ña-ñe'ẽ	Ñandé ña-ñe'è va.erã guaranî.
ña-hendú	Ñandé ña-hendù va.erã guaranî.

patterned response

model: Ha'è kuéra o-studià va.erã karaî-ñe'ẽ,
Ha ñandé ja-studià va.era guaranî.

Ha'è kuéra o-ne¸è va.era karaî-ñe'ẽ.
Ha ñandé ña-ñe'ẽ va.erã guaranî.

drill: Ha'è kuéra o-hendù va.erã karaî-ñe'ẽ.
Ha ñandé ña-ñe'è va.erã guaranî.

Ha'è kuéra o-leè va.erã karaî-ñe'è.
Ha ñandé ja-leè va.erã guaranî.

model

Mba'éˆpa ñandé ja-studià va.erã ko'ãga?	What should we study now?

substitution

call word	pattern
ñandé ja-studiá	Mba'é^pa ñandé ja-studià va.erã ko'ãga.
oré ro-studiá	Mba'é^pa oré ro-studià va.erã ko'ãga.
peë pe-studiá	Mba'é^pa peë pe-studià va.erã ko'ãga.
ndé re-studiá	Mba'é^pa ndé re-studià va.erã ko'ãga.
ha'é o-studiá	Mba'é^pa ha'é o-studià va.erã ko'ãga.
xé a-studiá	Mba'é^pa xé a-studià va.erã ko'ãga.

dialog for listening

A. Mba'é^pa ja-studià va.erã ko'aga?
B. Ndé re-studià va.erã guaranî ha xé a-studià va.erã inglés.
A. Ha'é^pa o-studià va.erã inglés aveî?
B. Hëe.

dialog for listening

A. Mba'é^pa ñandé ja-studià va.erã ko'ãga?
B. Ñandé ja-studià va.erã guaranî.
A. Ha mba'é^pa ha'é o-studià va.erã ko'ãga?
B. Ha'é o-studià va.erã karaî-ñe'ë.

dialog for memorization

A.	Alberto o-studià va.erã hîna karaî-ñe'ë.	Alberto should be studying Spanish.
B.	Ha mba'é^pa ñandé ja-studià va.erã hîna?	And what should we be studying?
A.	Ñandé ja-studià va.erã hîna guaranî.	We should be studying Guarani.

listening for comprehension

Karaí Graham o-studiá hĩna karaî-ñe'ẽ, pero ha'é o-studià va.erã guaranî.

Karaí Gomez o-studiá hĩna portugués, pero ha'é o-studià va.erã inglés.

appropriate response

Mba'é^pa o-studiá hĩna karaí Graham ko'ãga?
Mba'é^pa ha'é o-studiâ va.erã?
Mba'é^pa o-studiá hĩna karaí Gomez ko'ãga?
Ha'é^pa o-studiá hĩna karaî-ñe'ẽ aveí?
Mba'é^pa ha'é o-studià va.erã?

Cycle 4

Manipulation Phase

model

Ja-studiá py.	Let's study then.

TO THE STUDENT: ja- plus the VERB STEM makes the 'Let's...' form.

repetition

Ja-studiá py.
Ja-'é py.
Ña-ñe'ẽ py.
Ña-hendú py.

patterned response

Ha'é o-studiá hĩna.	Ja-studiá py ñandé aveí. (Let's us study then, too.)
Ha'é o-hendú hĩna.	Ña-hendú py ñandé aveí.
Ha'é o-ne'ẽ hĩna.	Ña-ñe'ẽ py ñandé aveí.
Ha'é he-'é hĩna	Ja-'é py ñandé aveí.

model

A-stùdia-sé guaraní.	I want to study Guarani.

TO THE STUDENT: -sé after the VERB means 'Want to VERB'. -sé takes the primary stress.

patterned response

Ha'é o-stùdia-sé guaraní.	Ha xé a-stùdia-sé aveí guaraní.
Ha'é o-hèndu-sé guaraní.	Ha xé a-hèndu-se aveí guaraní.
Carlos o-hè'e-sé guaraní.	Ha xé a-hè'e-sé aveí guaraní.
Oré ro-stùdia-sé guaraní.	Ha oré ro-stùdia-se aveí guaraní.
Oré ro-hè'e-sé guaraní.	Ha oré ro-hè'e-sé aveí guaraní.
Oré ro-hèndu-sé guaraní.	Ha oré ro-hèndu-sé aveí guaraní.

model

A-stùdia-sé escuela-pe.	I want to study at (in) school.

TO THE STUDENT: A NOUN plus -pe (-me after a stressed nasalized vowel) means 'IN', 'AT' or 'TO' the NOUN.

substitution

escuela	Xé a-stùdia-sé esucela-pe.
cafetería	Xé a-stùdia-sé cafetería-pe.
dormitorio	Xé a-stùdia-sé dormitorio-pe.
excusado	Xé a-stùdia-sé excusado-pe.
biblioteca	Xé a-stùdia-sé biblioteca-pe.
hospital	Xé a-stùdia-sé hospital-pe.
peluquería	Xé a-stùdia-sé peluquería-pe.
hotel	Xé a-stùdia-sé hotel-pe.
clase	Xé a-stùdia-sé clase-pe.
cancha	Xé a-stùdia-se cancha-pe.

model

Moo^pa re-stùdia-sé guaranî?	Where do you want to study Guarani?

patterned response (choose either alternative)

model: Moõ^pa re-stùdia-sé guaranî? Universidad-pe^pa tẽra^pa Paraguái-pe.
A-stùdia-sé guaranî Paraguái-pe.

Moõ^pa pe-stùdia-sé? Dormitorio-pe^pa tẽra^pa bilbioteca-pe?
Ro-stùdia-sé biblioteca-pe.

drill: Moõ^pa re-ñẽ'e-sé? Hotel-pe^pa tẽra^pa hospital-pe?

Moõ^pa re-hùga-sé? Cancha-pe^pa tẽra^pa escuela-pe?

Moo^pa pe-lèe-sé? Biblioteca-pe^pa tẽra^pa cafetería-pe?

Moõ^pa pe-scrìvi-sé? Dormitorio-pe^pa tẽra^pa clase-pe?

Moõ^pa pe-mbà.apo-sé? Banco-pe^pa tẽra^pa escuela-pe?

dialog

A.	Moõ^pa re-stùdia-sé guaranî?	Where do you want to study Guarani?
B.	A-stùdia-sé escuela-pe.	I want to study (it) at school.
A.	Ja-studiá py.	Let's study then.

Use Phase

listening for comprehension

Carlos o-stùdia-sé inglés universidad-pe.
Gladys o-stúdia-sé guaranî Paraguái-pe.
Ha xé a-stùdia-sé guaranî Paraguái-pe aveî.
Gladys ha xé ro-ñe'ẽ porà-sé guaranî-me.

appropriate response

Mba'é^pa Carlos o-stùdia-sé?
Moc^pa ha'é o-stùdia-sé?
Gladys^pa o-stùdia-sé inglés aveí?
Mba'é^pa ha'é o-stùdia-sé?
Xé^pa a-stùdia-sé guaraní aveí?
Ro-ne'ë porà-sé^pa guaraní?
Ndé^pa re-stùdia-sé guaraní?
Re-ñe'ë porà-sé^pa guaraní?
Mbó^pa re-stùdia-sé guaraní?

Cycle 5

Manipulation Phase

model

Xé ai-kuaá .	I know.
Ndé rei-kuaá.	You know.
Ha'é oi-kuaá.	He knows.

TO THE STUDENT: I-VERBS require i on the regular prefixes.

conversion

Ai-kuaá guaraní.	---Mba'é?	Xé ai-kuaá guaraní.
Oi-kuaá guaraní.	---Mba'é?	Ha'é oi-kuaá guaraní.
Rei-kuaá guaraní.	---Mba'é?	Ndé rei-kuaá guaraní.
Pei-kuaá guaraní.	---Mba'é?	Peë pei-kuaá guaraní.
Roi-kuaá guaraní.	---Mba'é?	Oré roi-kuaá guaraní.
Jai-kuaá guaraní.	---Mba'é?	Ñandé jai-kuaá guaraní.

patterned response

Ndé^pa rei-kuaá guaranī?	Hẽe. Xé ai-kuaá guaranī.
Ha'é^pa oi-kuaá guaranī?	Hẽe. Ha'é oi-kuaá guaranī.
Peẽ pa pei-kuaá guaranī?	Hẽe. Oré roi-kuaá guaranī.
Oré^pa roi-kuaá guaranī?	Hẽe. Peẽ pei-kuaá guaranī.
Ñandé pa jai-kuaá guaranī?	Hẽe. Ñandé jai-kuaá guaranī.

model

Ai-kuaá Carlos-pe.	I know Carlos.

TO THE STUDENT: The Spanish for Ai-kuaá Carlos-pe is 'Conozco a Carlos.' Where the Spanish requires 'a' before the NOUN, Guarani requires -pe after the NOUN.

repetition

Xé ai-kuaá Carlos-pe.	-Mãva-pe?	Ai-kuaá Carlos-pe.
Ha'é oi-kuaá Carlos-pe.	-Mãva-pe?	Oi-kuaá Carlos-pe.
Ndé rei-kuaá Carlos-pe.	-Mãva-pe?	Rei-kuaá Carlos-pe.
Oré roi-kuaá Carlos-pe.	-Mãva-pe?	Roi-kuaá Carlos-pe.
Pee pei-kuaá María-pe.	-Mãva-pe?	Pei-kuaá María-pe.
Ñandé jai-kuaá María-pe.	-Mãva-pe?	Jai-kuaá María-pe.

patterned response

Ndé^pa rei-kuaá Carlos-pe?	Hẽe. Xé ai-kuaá Carlos-pe.
Ha'é^pa oi-kuaá Carlos-pe?	Hẽe. Ha'é oi-kuaá Carlos-pe.
Peẽ pa pei-kuaá Carlos-pe?	Hẽe. Oré roi-kuaá Carlos-pe.
Oré^pa roi-kuaá María-pe?	Hẽe. Peẽ pei-kuaá María-pe.
Ñandé^pa jai-kuaá María-pe?	Hẽe. Ñandé jai-kuaá María-pe.

model

Ai-kuaà porã ĩxu-pe.	I know him well.

TO THE STUDENT: In Guarani, certain modifiers like pora follow the VERB.

repetition

Ai-kuaà porã Carlos-pe.
Rei-kuaà porã Carlos-pe.
Oi-kuaà porã Carlos-pe.
Roi-kuaà porã Carlos-p.e
Pei-kuaà porã Carlos-pe.
Jai-kuaà porã Carlos-pe.

conversion

Ai-kuaà porã guaraní.	-Mba'é?	Xé ai-kuaà porã guaraní.
Oi-kuaà porã guaraní.	-Mba'é?	Ha'é oi-kuaà porã guaraní.
Rei-kuaà porã inglés.	-Mba'é?	Ndé rei-kuaà porã inglés.
Roi-kuaà porã inglés.	-Mba'é?	Oré roi-kuaà porã inglés.
Pei-kuaà porã ruso.	-Mba'é?	Peẽ pei-kuaà porã ruso.
Jai-kuaà porã chino.	-Mba'é?	Ñandé jai-kuaà porã chino.

patterned response

model:	Ndé^pa rei-kuaà porà Carlos-pe?	Hẽe, ai-kuaà porã ìxu-pé.
drill:	Ha'é^pa oi-kuaà porã Carlos-pe?	Hẽe, oi-kuaà porã ìxu-pé.
	Peẽ^pa pei-kuaà porã guaraní?	Hẽe, roi-kuaà porã ìxu-pé.
	Oré^pa roi-kuaà pora inglés?	Hẽe, pei-kuaà porã ìxu-pé.
	Ñandé jai-kuaà porã guaraní?	Hẽe, jai-kuaà porã ìxu-pé.

lexical substitution

re-kuaá	Rei-kuaá^pa Carlos-pe?
re-hexá (see)	Re-hexá^pa Carlos-pe?
rei-pytyvô (help)	Rei-pytyvô^pa Carlos-pe?

patterned response

Rei-kuaá^pa Carlos-pe?	Nahãniri, pero ai-kuàa-sé xu-pe.
Re-hexá^pa Carlos-pe?	Nahãniri, pero a-hèxa-sé xu-pe.
Rei-pytyvô^pa Carlos-pe?	Nahãniri, pero ai-pỹtyvo-sé xu-pe.

Use Phase

directed discourse

1. E-porandú (name)-pe oi-kuaáˆpa Carlos-pe.
2. E-porandú Ìxu-pé oi-kuaáˆpa María-pe aveí.
3. E-porandú (name)-pe rei-kuaáˆpa karaí Peralta.
4. E-porandú Ìxu-pé rei-kuaáˆpa kuñà-karaí Peralta aveí.
5. E-porandú xé-ve ai-kuaáˆpa Ìxu-pe kuéra aveí.
6. E-porandú oré-ve roi-kuaáˆpa (name)-pe.
7. E-porandú xé-ve ai-kuaáˆpa (name)-pe.
8. E-porandú (name)-pe pei-kuaáˆpa Ìxu-pé aveí.

interpreting

1. Ask (name) if he knows (name).
2. Ask (name) if (name) knows (name).
3. Ask me and (name) if we know him too.
4. Ask me if I know (name).
5. Ask (name) and (name) if they know (name).
6. Ask (name) if you two know me.
7. Ask (name) if you two know us.
8. Find out who knows (name) <u>well</u>.
9. Have (name) ask if (name) knows (name).
10. Have us ask them if they know him too.
11. Have (name) ask you if you know (name).

listening for comprehension

Xé ai-kuaà porà karaí Gomez-pe ndé rei-kuaà porà Ìxu-pé aveí.
Presidente Stroessner oi-kuaà porà Lyndon Johnson-pe.

appropriate response

Mávaˆpa oi-kuaà pora Lyndon Johnson-pe?
Ndéˆpa rei-kuaà porà Ìxu-pé?
Rei-kuaáˆpa karaÌ Gomez-pe?
Rei-kuaáˆpa Presidente Stroessner-pe aveí?
Rei-kuaáˆpa karaí Graham-pe?
Xéˆpa ai-kuaá Ìxu-pé?

Cycle 6

Manipulation Phase

model

Mâva^pa oi-pytyvõ Gladys-pe?	Who helps Gladys?

substitution

oi-pytyvõ	Mâva^pa oi-pytyvõ Gladys-pe?
o-hexá	Mâva^pa o-hexá Gladys-pe?
oi-kuaá	Mâva^pa oi-kuaá Gladys-pe?

model

Mâva-pe^pa Gladys oi-pytyvõ?	Who does Gladys help?

TO THE STUDENT: mâva-pe^pa 'who?' (direct object 'whom' in formal English.)

substitution

oi-pytyvõ	Mâva-pe^pa Gladys oi-pytyvõ?
o-hexá	Mâva-pe^pa Gladys o-hexá?
oi-kuaá	Mâva-pe^pe Gladys oi-kuaá?

dialog

A. Mâva^pa oi-pytyvo hina Gladys-pe?
B. Carlos oi-pytyvõ hina xu-pe.
A. Ha mâva-pe^pa Gladys oi-pytyvõ.
B. Ha'é oi-pytyvõ María-pe.

Use Phase

listening for comprehension

Xé ai-pytyvõ María-pe, ha ha'é oi-pytyvõ Carlos-pe.

appropriate response

Mávapa oi-pytyvó María?
Mávape pa María oi-pytyvõ?
Mávape pa ndé rei-pytyvõ hína?
Mávape pa ndé re-hexá?
Mávape pa ha'é o-hendú hína?

Cycle 7

Manipulation Phase

model

Xé a-ñe'ẽ mixi mĩ.	I speak a little.

patterned response

model: Xé a-ñe'ẽ porã. Ha ndé? — Xé a-ñe'ẽ mixi mĩ.
Ha'é o-ñe'ẽ porã. Ha ndé? — Oré ro-ñe'ẽ mixi mĩ.

Xé a-ñe'ẽ mixi mĩ. Ha ndé? — Xé a-ñe'ẽ porã.
Ha'é o-ñe'ẽ mixi mĩ. Ha ndé? — Oré ro-ñe'ẽ porã

drill: Xé a-ñe'ẽ porã. Ha ndé? — Xé a-ñe'ẽ mixi mĩ.
Ha'é o-ñe'ẽ porã. Ha xé? — Ndé re-ñe'ẽ mixi mĩ.
Oré ro-ñe'ẽ porã. Ha ha'é? — Ha'é o-ñe'ẽ mixi mĩ.
Ndé re-ñe'ẽ porã. Ha oré? — Peé pe-ñe'ẽ mixi mĩ.
Oré ro-ñe'ẽ pora. Ha peé? — Oré ro-ñe'ẽ mixi mĩ.

Carlos o-ñe'ẽ pora. Ha ndé? — Xé a-ñe'ẽ mixi mĩ.
Ndé re-ñe'ẽ pora. Ha Carlos? — Carlos o-ñe'ẽ mixi mĩ.

David o-ñe'ẽ porã. Ha xé?	Ndé re-ñe'ẽ mixi mĩ.
Xé a-ñe'ẽ porã. Ha David?	David o-ñe'ẽ mixi mĩ.
Oré ro-ñe'ẽ porã. Ha Juan?	Juan o-ñe'ẽ mixi mĩ.
Xé a-leé mixi mĩ Ha ndé?	Xé a-leẽ porã.
Carlos o-leé mixi mĩ. Ha ha'é?	Ha'é o-lèe porã.
Ndé re-leé mixi mĩ. Ha xé?	Ndé re-leè porã.
Oré ro-leé mixi mĩ. Ha peẽ?	Oré ro-leè porã.
Peẽ pe-leé mixi mĩ. Ha oré?	Peẽ pe-leè porã.
David o-leé mixi mĩ. Ha Carlos?	Carlos o-leè porã.
Xé ha David ro-leé mixi mĩ Ha Ha'é?	Ha'é o-leè porã.

Xé a-leé mixi mĩ inglés ha guaraní.
Ha'é o-leé mixi mĩ inglés ha guaraní.
Ndé re-leé mixi mĩ inglés ha guaraní.
Peẽ pe-leé mixi mĩ inglés ha guaraní.
Oré ro-leé mixi mĩ inglés ha guaraní.

Ndé re-leé mixi mĩ inglés ha guaraní.
Ha'é o-leé mixi mĩ inglés ha guaraní.
Xé a-leé mixi mĩ inglés ha guaraní.
Oré ro-leé mixi mĩ inglés ha guaraní.
Peẽ pe-leé mixi mĩ inglés ha guaraní.

Ndé re-leè pora alemán ha karaì-ñe'ẽ.
Ha'é o-leè pora alemán ha karaì-ñe'ẽ.
Xé a-leè pora alemán ha karaì-ñe'ẽ.
Oré ro-leè pora alemán ha karaì-ñe'ẽ.
Peẽ pe-leè pora alemán ha karaì-ñe'ẽ.

Xé a-leè pora alemán ha karaì-ñe'ẽ.
Ha'é o-leè pora alemán ha karaì-ñe'ẽ.
Ndé re-leè pora alemán ha karaì-ñe'ẽ.
Pee pe-leè pora alemán ha karaì-ñe'ẽ.
Oré ro-leè pora alemán ha karaì-ñe'ẽ.

model

Ndé pa re-ñe'ẽ guaraní?	Do you speak Guarani?

patterned response

model: Ndé^pa re-ñe'ẽ guaraní? A-ñe'ẽ mixi mĩ. (or: a-ñe'ẽ porã.)
Ha'é^pa o-ñe'ẽ guaraní? O-ñe'ẽ mixi mĩ. (or: o-ñe'ẽ porã.)

drill: Xé^pa a-ñe'ẽ guaraní? Re-ñe'ẽ mixi mĩ. (or: re-ñe'ẽ porã.)
Peẽ^pa pe-ñe'ẽ guaraní? Ro-ñe'ẽ mixi mĩ. (or: ro-ñe'ẽ porã.)
Oré^pa ro-ñe'ẽ guaraní? Pe-ñe'ẽ mixi mĩ. (or: pe-ñe'ẽ porã.)

Carlos^pa o-scriví inglés? O-scriví mixi mĩ. (or: o-scrivì porã.)
David^pa o-scriví alemán? O-scriví mixi mĩ. (or: o-scrivì porã.)
Ndé ha Carlos^pa pe-scriví guaraní? Ro-scriví mixi mĩ. (or: ro-scrivì porã)
Xé ha David^pa ro-scriví guaraní? Pe-scriví mixi mĩ. (or: pe-scrivì porã)
Ndé^pa re-scriví ruso? A-scriví mixi mĩ. (or: a-scrivì porã.)
Ha'é^pa o-scriví alemán? O-scriví mixi mĩ. (or: o-scrivì porã.)
Ndé^pa re-scriví guaraní? A-scriví mixi mĩ. (or: a-scrivì pora.)

Carlos o-ntendé mixi mĩ. Ha ndé?
David o-ntendé mixi mĩ. Ha ha'é?
Xé ha Carlos ro-ntendé mixi mĩ. Ha peẽ?
Ndé ha David pe-ntendé mixi mĩ. Ha oré?
Ndé re-ntendé mixi mĩ. Ha xé?
Carlos ha xé ro-ntendé mixi mĩ. Ha ndé?
Peẽ pe-ntendé mixi mĩ. Ha ha'é?

Xé a-ntendé mixi mĩ aveí. (or: a-ntendẽ porã)
Ha'é o-ntendé mixi mĩ aveí. (or: o-ntendè porã)
Oré ro-ntendé mixi mĩ aveí. (or: ro-ntendẽ porã)
Peẽ pe-ntendé mixi mĩ aveí. (or: pe-ntendẽ porã)
Ndé re-ntendé mixi mĩ aveí. (or: re-ntendè porã)
Xé a-ntendé mixi mĩ aveí. (or: a-ntendè porã)
Ha'é o-ntendé mixi mĩ aveí. (or: o-ntendẽ porã)

patterned response

model: Ndé^pa re-leé inglés? Nahãniri. Xé a-leé guaraní.
Peẽ^pa pe-hugá pelota? Nahãniri. Oré ro-hugá béisbol.

drill: Ndé^pa re-leé alemán? Nahãniri. Xé a-leé guaraní.
Ha'é^pa o-leé alemán? Nahãniri. Ha'é o-leé guaraní.
Xé^pa a-leé alemán? Nahãniri. Ndé re-leé guaraní.
Oré^pa ro-leé alemán? Nahãniri. Pee pe-leé guaraní
Peẽ^pa pe-leé alemán? Nahãniri. Oré ro-leé guaraní.

Carlos pa o-leé inglés?	Nahäniri.	Carlos o-leé guaraní.
David pa o-leé ruso?	Nahäniri.	David o-leé inglés.
Ndé ha Ha'é pa pe-leé guaraní.	Nahäniri.	Oré ro-leé inglés.
Xé ha Carlos pa ro-leé inglés.	Nahäniri.	Peë pe-leé guaraní.

Ndé pa re-hugá béisbol?	Nahäniri.	Xé a-hugá pelota.
Ha'é pa o-hugá béisbol?	Nahäniri.	Ha'é o-hugá pelota.
Xé pa a-hugá béisbol?	Nahäniri.	Ndé re-hugá pelota.
Oré pa ro-hugá béisbol?	Nahäniri.	Peë pe-hugá pelota.
Peë pa pe-hugá béisbol?	Nahäniri.	Oré ro-hugá pelota.

Cycle 8

Manipulation Phase

model

Ha'è kuéra o-studiá.	They study.
Ha'é kuéra oi-ké Paraguái-pe.	They live in Paraguay.

TO THE STUDENT: kuéra is a pluralizer. Ha'è kuéra is third person plural or 'they'. Kuéra takes the primary stress. Note also that Ha'è kuéra takes the same PERSON PREFIX as Ha'é: o.

substitution

guaraní	Ha'è kuéra o-studiá guaraní.
chino	Ha'è kuéra o-studiá chino.
japonés	Ha'è kuéra o-studiá japonés.
ruso	Ha'è kuéra o-studiá ruso.
matemáticas	Ha'è kuéra o-studiá matemáticas.
psicología	Ha'è kuéra o-studiá psicología.

patterned response

model: Ñandé ja-studiá guaraní.
Carlos ha Gladys o-studiá guaraní aveí.
or: Ha'è kuéra o-studia guaraní aveí.

drill: Peë pei-kuaá karaì-ne'e.
Ha'è kuéra oi-kuaá karaì-ne'ë aveí.

Oré ro-ñe'ë inglés.
Ha'è kuéra o-ñe'ë inglés aveí.

model

Pero o-mba.apó hina Utah-pe.	But they are working in Utah.

repetition or substitution

Xé--Paraguái	Xé ai-kó Paraguái-pe pero a-mba.apó hina Utah-pe.
Ndé--Bolívia	Ndé rei-kó Bolívia-pe pero re-mba.apó hina Utah-pe.
Ha'é--Paraguaý [Asunción]	Ha'é oi-kó Paraguaý-pe pero o-mba.apó hina Utah-pe.
Oré--Africa	Oré roi-kó Africa-pe pero ro-mba.apó hina Utah-pe.
Ñandé--Costa Rica	Ñandé jai-kó Costa Rica-pe pero ña-mba.apó hina Utah-pe.
Peë--Rusia	Peë pei-kó Rusia-pe pero pe-mba.apó hina Utah-pe.
Ha'è kuéra--Brasil	Ha'è kuéra oi-kó Brasil-pe pero o-mba.apó hina Utah-pe.

patterned response

Ndé^pa rei-kó Provo-pe?	Nahãniri. Xé ai-kó Paraguái-pe, pero ko'ãga a-mba.apó hina Provo-pe.
Ha'é^pa oi-ko Africa-pe?	Nahaniri. Ha'é oi-kó Paraguái-pe, pero ko'ãga o-mba.apó hina Africa-pe.
Peë^pa pei-kó Denver-pe?	Nahaniri. Oré roi-kó Paraguái-pe, pero ko'ãga ro-mba.apó hina Denver-pe.
Ñandé^pa jai-kó Japon-pe?	Nahaniri. Nandé jai-kó Paraguái-pe, pero ko'ãga ña-mba.apó hina Japon-pe.
Ha'è kuéra^pa oi-kó Rusia-pe?	Nahaniri. Ha'è kuéra oi-kó Paraguái-pe, pero, ko'aga o-mba.apó hina Rusia-pe.
Oré^pa roi-kó Méhico-pe?	Nahaniri. Peë pei-kó Paraguái-pe, pero ko'aga ro-mba.apó hina Méhico-pe.

model

Moõ pa oi-kó ha'è kuéra?	Where do they live?

repetition or conversion

Moõ pa oi-kó ha'è kuéra?
Moõ pa pei-kó pee?
Moõ pa rei-kó ndé?
Moõ pa oi-kó Carlos?
Moõ pa jai-kó ñandé?
Moõ pa roi-kó xé ha Gladys?

Moõ pa ha'è kuéra oi-kó?
Moõ pa peẽ pei-kó?
Moõ pa ndé rei-kó?
Moõ pa Carlos oi-kó?
Moõ pa ñandé jai-kó-
Moõ pa xé ha Gladys roi-kó?

patterned response

Moõ pa rei-kó ndé?
Moõ pa ha'é oi-kó?
Moõ pa peẽ pei-kó?
Moõ pa oré roi-kó?
Moõ pa ñandé jai-kó?
Moõ pa ha'è kuéra oi-kó?

Xé ai-kó Paraguái-pe,
Ha'é oi-kó Paraguái-pe,
Oré roi-kó Paraguái-pe.
Peẽ pei-kó Paraguái-pe.
Ñandé jai-kó Paraguái-pe.
Ha'è kuéra oi-kó Paraguái-pe.

Use Phase

directed discourse

1. E-porandú (name)-pe oi-kó pa California-pe.
2. E-porandũ ìxu-pé moõ pa oi-kó.
3. E-porandú xé-ve moõ pa ndé rei-kó.
4. E-porandú oré-ve moõ pa roi-kó.
5. E-porandú (name)-pe ai-kó pa xé Utah-pe.
6. E-porandú ìxu-pé moo pa xé ai-kó.

interpreting

1. Ask (name) if he lives in Colorado.
2. Ask him where he lives.
3. Ask (name) if (name) lives in Colorado.
4. Ask him where (name) lives.
5. Ask (name) and (name) if they live in Utah.
6. Ask me if you live in Chicago.
7. Find out who lives in Florida.

listening for comprehension

Xé ai-kó Utah-pe.
Carlos oi-kó Utah-pe aveí.
ha'è kuéra oi-kó Texas-pe.

appropriate response

Moò^pa ai-kó ?
Ha moo^pa Carlos oi-kó ?
Ha'è kuéra^pa oi-kó Utah-pe aveí ?
Moò^pa ha'è kuéra oi-kó ?
Ha ndé, moo pa rei-kó ?
Ndé^pa rèi-ko-sé Paraguái-pe?
Ha'é^pa òi-ko-sé Paraguái aveí ?

listening for comprehension

Xé ai-kó Provo-pe ha a-mba.apó universidad-pe. Karaí Pinero oi-kó Orem-pe ha o-mba.apó fábrica de acero-pe.

appropriate response

1. Moò^pa ai-kó ha moo pa (or: mba'é-pe^pa) a-mba.apó ?
2. Oi-kó^pa karaí Pinero Provo-pe ?
3. Oi-kó^pa ha'é sapatería-pe?
4. Moo^pa ndé rei-kó ?
5. Ha moò^pa re-mba.apó ?
6. Rèi-ko-sé^pa ndé Provo-pe ?
7. Re-mbà.apo-sé^pa fábrica de acero-pe ?
8. Moò^pa re-mbà.apo-sé ndé ?

Cycle 9

Manipulation Phase

model

Ai-kè porà-nte.	I live (am) just fine.

TO THE STUDENT: -Ikó also means to 'Be getting along' or 'Doing' as in 'I'm getting along fine.' 'I'm doing fine.' etc.

patterned response

Nde^pa rei-kò porã?	Hẽe, ai-kò porã-nte.
Ha'é^pa oi-kò porã?	Hẽe, oi-kò porã-nte.
Peẽ^pa pei-kò porã?	Hẽe, roi-kò porã-nte.
Oré^pa roi-kò porã?	Hẽe, pei-kò porã-nte.
Ñandé^pa jai-kò porã?	Hẽe, jai-kò porã-nte.
Carlos^pa oi-kò porã?	Hẽe, oi-kò porã-nte.

model

Mba'é ixa^pa rei-kó?	How are (you) living (doing)?

repetition or conversion

(Add the correct pronoun at the end:
Example: a) Mba'é ixa^pa rei-kó?
b) Mba'é ixa^pa rei-kó ndè?)

Mba'é ixa^pa ndé rei-kó?
Mba'é ixa^pa ha'é oi-kó?
Mba'é ixa^pa peẽ pei-kó?
Mba'é ixa^pa ha'è kuéra oi-kó?
Mba'é ixa^pa Carlos oi-kó?
Mba'é ixa^pa ñandé jai-kó?

dialog

A.	Mba'é ixa pa rei-kó?	How are (you) doing?
B.	Ai-kò pora-nte. Ha ndé?	I'm doing just fine. And you?
A.	Ai-kó pora-nte aveí.	I'm doing just fine too.

Use Phase

directed discourse

1. E-porandú (name)-pe mba'é ixa^pa oi-kó.
2. E-porandú ixu-pé mba'é ixa^pa oi-kó karaí Gomez.
3. E-porandú xé-ve mba'é ixa^pa ai-kó.
4. E-porandú xé-ve mba'é ixa^pa oi-kó ha'è kuéra.

interpreting

1. Ask how I am.
2. Ask (name) how I am.
3. Ask (name) how Carlos and Gladys are.
4. Ask how I study Guaran..
5. Ask what my name is.
6. Have (name) ask how (name) is.
7. Have (name) ask what your name is.

appropriate response

1. Mba é ixa^pa rei-ké?
2. (Name) pa oi-kò pora?
3. Mba'é ixa^pa ha'e kuéra oi-kó?
4. Rei-kuaá^pa mba'é ixa^pa oi-kó (name)?
5. Rei-kuaá^pa ndé oi-kó pora^pa ha'é?

translation

1.	Ko'ãga a-studiá hĩna.	Now I'm studying.
2.	Mba'é pa re-studiá hĩna ko'ãga?	What are you studying now?
3.	Mba'é pa pej-é hĩna?	What are you-all saying?
4.	Ñandé ña-ñe'ẽ hĩna guaraní-me.	We (incl) are speaking in Guarani.
5.	Carlos o-ñe'ẽ hĩna inglés-pe.	Carlos is talking in English.
6.	Ñandé ña-ñe'ẽ va.erã guaraní-me.	We (incl) ought to talk in Guarani.
7.	Oré ro-studiá va.erã ko'ãga.	We (excl) ought to study now.
8.	Ja-studiá py ñandé aveí.	Let's us study then too.
9.	Xé a-ñe'ẽ-sé guaraní-me.	I want to speak in Guarani.
10.	Moõ pa ndé re-stùdia-sé guaraní?	Where do you want to study Guarani?
11.	Carlos oi-kuaá guaraní.	Carlos knows Guarani.
12.	Ñandé jai-kuáa porã María-pe.	We (incl) know Maria well.
13.	Ndé pa rei-kuaá Julia-pe?	Do you know Julia?
14.	Oré roi-kó Denver-pe.	We (excl) live in Denver.
15.	Moõ pa oi-kó ha'è?	Where does he live?
16.	Mba'é ixa pa pe -kó pee?	How are you-all getting along?
17.	Roi-kò porã-nte.	We're getting along just fine.
18.	Mba'é ixa pa nde-réra?	What's your name?
19.	Xe-réra Bob	My name is Bob.

appropriate response

1. Ndé pa re-studiá hĩna karaí ñe'ẽ ko'ãga?
2. Mba'é pa re-ñe'ẽ hĩna?
3. Ndé pa re-ñe'ẽ aveí hĩna guaraní-me?
4. Ñandé pa ja-studiá guaraní?
5. Ña'é pa o-ñe'ẽ va.erã ko'ãga?
6. Mba'é pa pe-studiá va.erã ko'ãga?
7. Ndé pa re-hèndu-sé guaraní?
8. Pee pa pe-ñe'ẽ-se guaraní-me?
9. Mba'é pa èr-e-sé guaraní-me.
10. Moõ pa re-stùdia-sé guaraní?
11. Ndé pa rei-kuaá Carlos-pe?
12. Ñandé pa jai-kuaá guaraní.
13. Ndé pa rei-kuaà porã inglés?
14. Ndé pa rei-kuaà porã portugués.
15. Moõ pa rei-kó ndé?
16. Ndé pa rei-kó Paraguái-pe?
17. Mba'é ixa pa pei-kó pee?
18. Rei-kò porã-nte pa?
19. Carlos pa oi-kò porã-nte?
20. Mba'é ixa pa nde-réra?
21. Rei-kuaá pa karaí Carlos Espínola-pe?
22. Moõ pa o-mba.apó hĩna ko'ãga?
23. Pe-mba.apó pa ndé aveí Utah-pe?
24. Ndé pa rèi-ko-sé Paraguái-pe?
25. Pe-karú pa cafetería-pe térã hotel-pe?

Cycle 10

Manipulation Phase

model

Xé Nueva York guá.	I'm from New York. (or: I'm a New Yorker.)
Xé Cuerpo de Paz-pe guá voluntario.	I'm a volunteer of (from in) the Peace Corps.

TO THE STUDENT: guá means 'from' or 'of' in the sence of 'derived from, or originating in, partaining to.' Guá most frequently translates as de in Spanish.

patterned response

Ndé^pa Paraguày guá?
Ha'é^pa Paraguáy guá?
Oré^pa Bolìvia guá?
Xé^pa a-pe guá?
Pee pa Cuerpo de Paz-pe guá?

Nahániri, xé Norteamèrica guá.

model

Moõ guá pa nde?	Where are you from?
Mba'e-pe guá^pa nde?	What are you associated with?

Use Phase

appropriate response

1. Moõ guá^pa nde?
2. Moõ guá^pa Carlos?
3. Moõ guá^pa ha'é?
4. Boston guá pa nde?
5. Xé a-pe guá, ajé^pa?
6. Nandé Cuerpo de Paz-pe guá voluntàrio kuéra, ajé^pa?
7. Xé VISTA-pe guá voluntario, ajé^pa?
8. Mba'e-pe guá organisación^pa ha'é?

REINFORCEMENT STAGE

Games and Contests

WHO, WHERE and WHAT

Half the class (the 'outsiders') leaves the room. The other students (the 'insiders') are each assigned five characteristics:

1. a new name (ndé nde-r̊éra John)
2. an activity
   re-studiá hīna dormitorio-pe
3. a place
4. a desired activity
   re-mbà.apo-sé cafetería-pe
5. a place

The 'outsiders' are then called back into the room. Each one pairs off with one 'insider' and tries to get the five characteristics as smoothly as possible.

Role Playing

One minute is given for each student to prepare to answer questions about:

(1) his name.

(2) where he lives.

(3) what he studies.

(4) where he studies.

(5) how he studies.

(6) what he is studying now.

(7) what he should be studying.

(8) whether he knows Portuguese

(9) where he works.

(10) where he eats.

Then each student is paired with another and they play the role of meeting for the first time

You have chosen a place to study. Get your friend to study with you.

Find out what your friend is studying and tell him what he ought to study now as well as what you are studying.

Ask one class member how the other members and groups of members live using all known pronouns.
Mba é ixaˆpa rei-ko
oi-kó etc.

Supplement

model

José Martinez, avy'a roi'kuaá vo.	José Martinez, I'm glad to know you.

model

José a-presenta-sé ndé-ve peteĩ xe-amigo.	José, I'd like to introduce a friend of mine.

model

Juan Gonzalez, igualmente.	Juan Gonzalez, same here.

dialog

A. José, a-presenta-sé ndé-ve peteĩ xe-amigo.
B. José Martinez, a-vy'a roiˆkuaá vo.
C. Juan Gonzalez, igual'mente.

REVIEW STAGE

Translation

A. How (are you)?
B. Just fine. And you?
A. Just fine too.

A. What's your name?
B. My name's Mr. (name). And you?
A. My name's Mr. (name).
B. I'm happy to know you.

A. Are you studying Guarani?
B. Yes, I'm studying Guarani.
A. Are you studying English too?
B. No. He's studying English.

A. Are you talking in English?
B. No, we're talking in Guarani.
A. In Guarani? That's good.

A. Study!
B. (Who) me?
A. You.

A. Study!
B. (Who) us?
A. You.

A. Listen a bit.
B. Me? I'm listening.

A. Alberto should be studying Spanish.
B. And what should we be studying?
A. We should be studying Guarani.

A. Where do you want to study Guarani?
B. I want to study (it) at school.
A. Let's study then.

A. Do you know Carlos?
B. Yes, I know him well.

A. How are (you) doing?
B. I'm doing just fine. And you?
A. I'm doing just fine too.

Listening In

A. Re-ñe'ẽ^pa hína guaraní-me ko'ãga?
B. Upé ixa hína.
A. Rei-kuaá^pa mba'é ixa^pa o-je-'é 'mosca' guaraní-me?
B. Nahániri. Er-e mí xé-ve.
A. 'Mosca' o-je-'é mberú.
B. Mberú.
A. Oĩ-porã. Re-ñe'ẽ porã.
Rèi-ko pora^pa Paraguái-pe?
B. Upé ixa hína.
Ai-ko porã xe^gusta itereí.

Pronunciation Practice

1. Stress

A.	Ará	Ára
	Karaí	Karái
	Peiná	Péina
	Aína	Áina
B.	Kuñá	Kuñà-karaí
	Karaí	Karaì-ñe'ẽ
	O-studiá	O-stũdia-sé
	Oj-apo	Oj-àpo-sé
	O-hugá	O-hũga-sé
	O-scriví	O-scrìvi-sé
	O-leé	O-lèe-sé
	O-ñe'ẽ	O-ñè'e-sé
	I-porã	I-pòra mí
	Pe-hendú	Pe-hèndu mí
	A-mba.apó	A-mbà.apo-sé

Supplementary Practice

Xé a-hugá béisbol. Ha ndé?
Ha ha'é?
Ha peẽ?
Ha xé?
Ha ndé ha ha'é?
Ha Carlos ha Juan?

Ha ndé ha Carlos?

Xé a-hugá béisbol aveí.
Ha'é o-hugá béisbol aveí.
Oré ro-hugá béisbol aveí.
Ndé re-hugá béisbol aveí.
Oré ro-hugá béisbol aveí.
Carlos ha Juan o-hugá béisbol aveí.
Oré ro-hugá béisbol aveí.

Ha xé?
Ha Gladys ha Juana?

Juana o-hugá béisbol. Ha ndé?
Carlos ha Gladys o-hugá béisbol.
Ha peë?
Ha xé?
Ndé re-hugá béisbol. Ha xé?
Oré ro-hugá béisbol. Ha peë?
Carlos o-hugá béisbol. Ha peë?

Xé a-hugá béisbol á-pe. Ha ndé?
Ndé re-hugá béisbol á-pe. Ha xé?
Carlos o-hugá béisbol á-pe. Ha peë?
Carlos ha xé ro-hugá béisbol á-pe.
Ha ndé?
Peë pe-hugá béisbol á-pe. Ha Carlos?
Carlos ha Juan o-huga béisbol á-pe.
Ha oré?

Ha Carlos?
Ha xé ha Juan?
Oré ro-hugá béisbol á-pe. Ha peë?
Peë pe-hugá á-pe. Ha ha'é?
Ha xé?

Xé a-hugá béisbol pé-pe. Ha ndé?
Ndé re-hugá béisbol pé-pe. Ha Carlos?
Oré ro-hugá béisbol pé-pe. Ha peë?
Peë pe-hugá béisbol pé-pe. Ha xé?
Carlos ha Juan o-hugá béisbol pé-pe.
Ha ndé?
Ha oré?

Xé a-hugá béisbol pé-pe. Ha ha'é?
Ndé re-hugá béisbol pé-pe. Ha xé?
Xé ha Carlos ro-hugá béisbol pé-pe.
Ha peë?
Oré ro-hugá béisbol pé-pe. Ha ndé?
Peë pe-hugá béisbol pé-pe. Ha oré?

Ndé re-hugá béisbol aveí.
Gladys ha Juana o-hugá béisbol aveí.

Xé a-hugá pelota.

Oré ro-hugá pelota.
Ndé re-hugá pelota aveí.
Ndé re-hugá pelota.
Oré ro-hugá pelota.
Oré ro-hugá pelota.

A-jugá á-pe aveí.
Re-hugá á-pe aveí.
Ro-hugá á-pe aveí.

A-hugá á-pe aveí.
O-hugá á-pe aveí.

Pe-hugá á-pe aveí.

O-hugá á-pe aveí.
Pe-hugá á-pe aveí.
Ro-hugá á-pe aveí.
O-hugá á-pe aveí.
Re-hugá á-pe aveí.

Xé a-hugá béisbol pé-pe aveí.
Carlos o-huga pé-pe aveí.
Oré ro-hugá pé-pe aveí.
Ndé re-hugá béisbol pé-pe aveí.

Xé a-hugá pé-pe aveí.
Peë pe-hugá pé-pe aveí.

O-hugá béisbol pé-pe.
Re-hugá pé-pe aveí.

Ro-hugá pé-pe aveí.
A-hugá pé-pe aveí.
Pe-hugá pé-pe aveí.

CORE STAGE

Cycle 4

Manipulation Phase

model

Ai-potá petei lapis.	I want a pencil.

substitution

call word	pattern
lapis	Ai-potá petei lapis.
óga (house)	Ai-potá petei óga.
voleto	Ai-potá petei voleto.
carro (ox cart)	Ai-potá petei carro.
vosá (bolsa)	Ai-potá petei vosá.
sapatú (shoe)	Ai-potá petei sapatú.
camisá	Ai-potá petei camisá.
palangana (tub)	Ai-pota petei palangana.

substitution

xé	Xé ai-potá petei voleto.
ndé	Ndé rei-potá petei voleto.
ha'é	Ha'é oi-potá petei voleto.
oré	Oré roi-potá petei voleto.
ñandé	Ñandé jai-potá petei voleto.
peé	Pee pei-potá petei voleto.
ha'è kuéra	Ha'è kuéra oi-potá petei voleto.

repetition-conversion

1. Ai-potá peteĩ livro. --Mba'é?
   Xé ai-potá peteĩ livro.

2. Oi-potá peteĩ palangana. --Mba'é?
   Ha-'é oi-potá peteĩ palangana.

3. Roi-potá peteĩ Biblia. --Mba'é?
   Oré roi-potá peteĩ Biblia.

4. Pei-potá peteĩ vaca. --Mba'é?
   Peẽ pei-pota peteĩ vaca.

5. Rei-potá peteĩ cavajú. --Mba'é?
   Ndé rei-potá peteĩ cavajú.

6. Jai-potá peteĩ ovexá. ---Mba'é?
   Nandé jai-potá peteĩ ovexá.

patterned response

1. Pei-potá^pa peteĩ lapis? Nahãniri. Xé ai-potá peteĩ livro.

2. Oi-potá^pa peteĩ lapis? Nahãniri. Ha'é oi-potá peteĩ livro.

3. Pei-potá^pa peteĩ lapis? Nahãniri. Oré roi-potá peteĩ livro.

4. Roi-potá^pa peteĩ lapis? Nahãniri. Peẽ pei-potá peteĩ livro.

1. Rei-potá^pa peteĩ livro? Nahãniri. Xé ai-potá peteĩ lapis.

2. Pei-potá^pa peteĩ livro? Nahãniri. Oré roi-potá peteĩ lapis.

3. Oi-potá^pa peteĩ livro? Nahãniri. Ha'é oi-pota peteĩ lapis.

model

Mba'éˆpa rei-potá ?	What do you want ?

patterned response (choose either alternative)

model: Mba'éˆpa rei-potá ? Peteĩ lapisˆpa tèra peteĩ livro ?

Ai-potá peteĩ livro.

drill: Mba'éˆpa rei-potá ? Peteĩ cartaˆpa tèra peteĩ voleto ?

Mba'éˆpa ndé rei-potá ? Peteĩ ógaˆpa tèra peteĩ carro ?

Mba'éˆpa ha'é oi-potá ? Petei sapatú tèra petei camisá ?

Mba'éˆpa pee pei-potá ? Petei vosaˆpa tèra peteĩ voleto ?

Mba'éˆpa ñandé jai-potá ? Peteĩ cocheˆpa tèra petei óga ?

listening for comprehension

Juan Perez oi-kó Los Angeles-pe ha o-mba.apó Hollywood-pe, Paramount Studios-pe. Ha'é oi-potá peteĩ óga Hollywood-pe.

José García oi-kó Hollywood-pe ha o-mba.apó Los Angeles-pe. Ha'é oi-potá peteĩ coche.

appropriate response

1. Moõˆpa oi-kó Juan Perez ?
2. Ha moõˆpa o-mba.apó ?
3. Mba'éˆpa ha'é oi-potá ?
4. Oi-kóˆpa José García Los Angeles-pe aveĩ ?
5. Oi-potáˆpa ha'é peteĩ óga Los Angeles-pe ?
6. Mba'éˆpa ndé rei-potá ?
7. Mooˆpa rei-potá petei óga ?

Cycle 5

Manipulation Phase

model

a-jepohéi hĩna ko'ãga ité.	I'm washing hands right now.

substitution

jepohéi	a-jepohéi hĩna ko'ãga ité.
purahéi (sing)	a-purahéi hĩna ko'ãga ité.
karú	a-karú hĩna ko'ãga ité.
ké (sleep)	a-ké hĩna ko'ãga ité.
makaneá (fool around)	a-makaneá hĩna ko'ãga ité.
pytu'u (rest)	a-pytu'u hĩna ko'ãga ité.

patterned response (choose either alternative)

Mba'é^pa rej-apó hĩna ?	Re-purahéi^pa hĩna tẽra^pa re-studiá hĩna ?
Mba'é^pa rej-apó hĩna ?	Re-mba.apó^pa hĩna tẽra^pa re-makaneá hĩna ?
Mba'é^pa rej-apó hĩna ?	Re-jepohéi^pa hĩna tẽra^pa re-purahéi hĩna ?
Mba'é^pa rej-apó hĩna ?	Re-karú^pa hĩna tẽra^pa re-pytu'u hĩna ?

Use Phase

directed discourse

1. E-porandú (t̊éra)-pe mba'éˆpa oj-apó hína.
   O-leéˆpa hína tèraˆpa o-scrivi hína ?

2. E-porandú (t̊éra)-pe mba'éˆpa oj-apó hína.
   O-mba.apóˆpa hína tẽraˆpa o-ké hína ?

3. E-porandú (t̊éra)-pe mba'éˆpa oj-apó hína.
   O-studiáˆpa hína tèraˆpa o-hugá hína ?

4. E-porandú (t̊éra)-pe mba'éˆpa oj-apó hína.
   O-makaneáˆpa hína tẽraˆpa o-pytu'u hína ?

5. E-porandú (t̊éra)-pe mba'éˆpa oj-apó hína.
   O-jepohéiˆpa hina tẽraˆpa o-karú hína ?

Cycle 6

Manipulation Phase

model

Mba'éˆpa rej-apó ta ko'èro ?	What will you do tomorrow ?

model

Ko'ẽro a-studiá ta.	Tomorrow I'll study.

TO THE STUDENT: Future action (will, going to, etc.) is expressed by ta after the VERB.

dialog

A.	Mba'é^pa rej-apó hína ?	What are you doing ?
B.	A-studiá hína guaraní.	I'm studying Guarani.
A.	Mba'é^pa rej-apó ta ko'ẽro ?	What are you going to do tomorrow?
B.	Ko'ẽro a-studiá ta guaraní aveí.	I'm going to study Guarani tomorrow too.

patterned response

Mba'é^pa rej-apó ta ko'ẽro ? Re-studiá ta^pa ?
Hée, ko'ẽro a-studiá ta.

Ha mba'é^pa re-studiá ta ? Guaraní^pa ?
Hée, a-studiá ta guaraní.
etc.

Ha mba'é^pa ha'é oj-apó ta ko'ẽro ?
Ha'é o-studiá ta guaraní aveí.
etc.

Mba'é^pa rej-apó ta lunes ? Re-leé ta^pa ?
Hée, lunes a-leé ta.

Ha mba'é^pa re-leé ta ? Peteĩ livro^pa tẽra peteĩ revista ?
A-leé ta peteĩ livro.
etc.

Ha mba'é^pa ha'é oj-apó ta lunes ?
Ha'é o-leé ta peteĩ livro aveí.
etc.

Mba'é^pa rej-apó ta martes ? Re-scriví ta^pa ?
Hée, martes a-scriví ta.

Ha mba'é^pa re-scriví ta ? Peteĩ carta^pa ?
Hée, a-scriví ta peteĩ carta.
etc.

Mba'é^pa rej-apó ta savado ? Rej-apó ta pastel ?

Use Phase

directed discourse (free response)

1. E-porandú (t̃éra)-pe mba'é^pa oj-apó ta ko'ẽro.
2. E-porandú (t̃éra)-pe mba'é^pa o-studiá ta lunes.
3. E-porandú (t̃éra)-pe mba'é^pa o-scriví ta domingo.
4. E-porandú (t̃éra)-pe mba'é^pa o-leé ta viernes.
5. E-porandú (t̃éra)-pe o-studiá ta^pa guaraní jueves.
6. E-porandú (t̃éra)-pe oj-apó ta^pa pastel ko'ẽro.
7. E-porandú (t̃éra)-pe oj-apó ta^pa pastel ko'ẽro tẽra^pa lunes.
8. E-porandú (t̃éra)-pe o-scriví ta^pa carta ko'ára tẽra ko'ẽro.
9. E-porandú (téra)-pe o-pytu'u ta^pa ko'ãga tẽra ko'ẽro.
10. E-porandú (t̃éra)-pe o-ñe'ẽ ta^pa guaraní clase-pe ko'ẽro.

etc.

interpreting

1. Have (name) ask (name) if he's going to study tomorrow.
2. Have (name) ask (name) if he's going to eat in the hotel on Sunday.
3. Have (name) ask (name) if he's going to work in the cafeteria on Saturday.
4. Have (name) ask (name) if he's going to rest in the barber shop or in the hospital.

etc.

listening for comprehension

Carlos o-pytu'u hĩna dormitorio-pe. Ko'ãga ha'é o-ñãru-sé, pero o-hugá va.erã pelota cancha-pe. Ko'ẽro domingo, ha ha'é o-ké ta.

appropriate response

1. Mba'éˆpa oj-apó hĩna Carlos ?
2. Moòˆpa o-pytu'u ?
3. Mba'éˆpa oj-àpo-sé ?
4. Mba'éˆpa oj-apó va.erã ?
5. Moðˆpa o-hugá va.erà peòta ??
6. Mba'éˆpa oj-apó ta ko'ëro ?
7. Mba'éˆpa ndé rej-apó hĩna ?
8. Ha mba'éˆpa rej-àpo-sé ko'ëro ?
9. Rej-apó taˆpa pastel sãvado ?
10. Mba'éˆpa rej-apó hĩna ? Re-mba.apóˆpa hĩna tëraˆpa re-hugá hĩna ?
11. Re-studiáˆpa hĩna tëraˆpa re-makaneá hĩna ?
12. Re-hendúˆpa hĩna tëraˆpa re-ké hĩna ?
13. Re-purahéiˆpa hĩna tëraˆpa re-sapukái hĩna ?
14. Re-pensáˆpa hĩna tèraˆpa re-karú hĩna ?
15. Mba'éˆpa rej-àpo-sé hĩna ? Re-mbà.apo-séˆpa tëraˆpa re-hùga-sé ?
16. Re-ke-séˆpa rëraˆpa re-kàru-sé ?
17. Re-jepohèi-séˆpa tëraˆpa re-kàru-sé ?
18. Re-pỳta-séˆpa tëraˆpa re-sè-sé ?
19. Re-makànea-séˆpa tëraˆpa re-stùdia-sé ?
20. Rej-àpo-séˆpa pastel tèraˆpa re-ñè'e-sé guaranĩ ?

Cycle 7

Manipulation Phase

model

Mba'é^pa pei-potá aj-apó?	What do you-all want me to do?

TO THE STUDENT: Study the following sentences.

Rei-potá a-studiá.	You want me to study.
Rei-potá xé a-studiá.	You want me to study.
Ai-potá re-ñe'é.	I want you to speak.
Ai-potá ndé re-ñe'è.	I want you to speak.
Ha'é oi-potá roj-apó.	He wants us to do it.
Ha'é oi-potá oré roj-apó.	He wants us to do it.

Sometimes the pronoun is put in for emphasis.

translation

1. What do you want me to do?	Mba'é^pa rei-potá aj-apó.?
2. What do you want me to do?	Mba'é^pa rei-potá xé aj-apó?
3. What do you want me to study?	Mba'é^pa rei-potá a-studiá?
4. What do you want him to study?	Mba'é^pa rei-potá ha'é o-studiá?
5. What does he want you to read?	Mba'é^pa oi-potá ndé re-leé?

patterned response

model:	Ai-potá re-ñe'e guaraní-me clase-pe.	A-ñe-ha'a ta.
drill:	Ai-potá pe-ñe'e guaraní-me clase-pe.	Ro-ñe'e ta.
	Ai-potá o-ñe'e guaraní-me clase-pe.	O-ñe'e ta.

model: Oi-potá ña-ñe'ẽ guaranĩ-me. Ña-ñe'ẽ ta.

drill: Oi-potá re-ñe'ẽ guaranĩ-me.
Oi-potá ro-ñe'ẽ guaranĩ-me.
Oi-potá pe-ñe'ẽ guaranĩ-me.

---

1. A-ñe'ẽ ta inglés-pe. Nahãniri. Ai-potá re-ñe'ẽ guaranĩ-me.
2. Ro-ñe'ẽ ta inglés-pe. Nahãniri. Ai-potá pe-ñe'ẽ guaranĩ-me.
3. O-ñe'ẽ ta inglés-pe. Nahãniri. Ai-potá o-ñe'ẽ guaranĩ-me.

---

1. A-ñe'ẽ ta inglés-pe. Nahãniri. Oi-potá re-ñe'ẽ guaranĩ-me.
2. Ro-ñe'ẽ ta inglés-pe. Nahãniri. Oi-potá pe-ñe'ẽ guaranĩ-me.
3. Ña-ñe'ẽ ta inglés-pe. Nahãniri. Oi-potá ña-ñe'ẽ guaranĩ-me.

(answer affirmatively)

José o-makaneá hĩna. Rei-potâ pa o-studiá ?

Juan o-ké hĩna. Rei-potâ pa o-karú ?

Carlos o-pytu'u. Rei-potâ pa o-mba.apó ?

Roberto o-jepohéi. Rei-potâ pa o-sè ?

María o-purahéi. Rei-potâ pa o-kirirĩ ?

---

1. Mba'ê pa rei-potá aj-apó ? Ai-potá re-ñe'ẽ guaranĩ-me.
2. Mba'ê pa rei-potá roj-apó ? Ai-potá pe-ñe'ẽ guaranĩ-me.
3. Mba'ê pa rei-potá oj-apó ? Ai-potá o-ñe'ẽ guaranĩ-me.

1.	Mba'éˆpa pei-potá roj-apó ?	Roi-potá pe-ñe'ẽ guaranî-me.
2.	Mba'éˆpa pei-potá aj-apó ?	Roi-potá o-ñe'ẽ guaranî-me.
3.	Mba'éˆpa pei-potá aj-apó ?	Roi-potá re-ñe'ẽ guaranî-me.

Use Phase

directed discourse

1. E-porandú (t̃éra)-pe mba'éˆpa oi-potá rej-apó.
2. E-porandú (t̃éra)-pe mba'éˆpa oi-potá xé aj-apó.
3. E-porandú ĩxu-pé mba'éˆpa oi-potá a-studiá.
4. E-porandú xé-ve mba'éˆpa ai-potá ndé rej-apó.
5. E-porandú xé-ve mba'éˆpa ha'é oi-potá xé aj-apó.

interpreting

1. Ask (name) what he wants you to do.
2. Ask (name) what he wants us to do.
3. Ask (name) what I want him to do.
4. Ask me what I want him to do.
5. Have (name) ask (name) what I want you to do.
6. Have (name) ask (name) what he wants him to do.
7. Have (name) ask me what you want him to do.
8. Have (name) ask you what you want us to do.
9. Ask (name) if he wants you to study.
10. Ask (name) if I want you to study.
11. Ask (name) if he wants me to study.
12. Ask (name) if we want you-all to study.
13. Have (name) ask (name) if he wants him to work.

14. Have (name) ask (name) if he wants you to work.

15. Have (name) ask me if you want him to work.

16. Have (name) ask you if you want us to work.

Cycle 8

Manipulation Phase

model

E-ñẽ'e mĩ oré-ve guaraní-me.	Talk to us a little in Guarani.

TO THE STUDENT: The suffix -pe, used to mark direct and indirect object of persons, changes to -ve after the four pronouns xé, oré, ñandé and ndé, giving the forms xé-ve, oré-ve, ñandé-ve, and ndé-ve.

translation

1.	You will talk to us in Guarani.	Re-ñe'ẽ ta oré-ve guaranĩ-me.
2.	You will talk to me in Guarani.	Re-ñe'ẽ ta xé-ve guaranĩ-me.
3.	Talk to us a little in English.	E-ñẽ'e mĩ oré-ve inglés-pe.
4.	Talk to me in Guarani.	E-ñe'ẽ xé-ve guaranĩ-me.
5.	I will talk to you.	A-ñe'ẽ ta ndé-ve.
6.	Carlos will talk to us (incl).	Carlos o-ñe'ẽ ta ñandé-ve.
7.	Who will talk to Carlos?	Mãva^pa o-ñe'ẽ ta Carlos-pe?

model

Mba'é pa rei-pota ha-'é peẽ-me?	What do you want me to say to you?

TO THE STUDENT: The suffix -pe changes to -me after a stressed nasal vowel, (à, è, etc.). One example of this is peẽ-me 'to you-all'.

The VERB -é 'tell; say' is an example of a verb class characterized by a stem consisting of a single vowel.

1.	ha-'é	ro-'é ja-'é
2.	er-é	pej-é
3.	he-'í	

translation

1.	What do you want me to tell Carlos?	Mba'éˆpa rei-potá ha-'é Carlos-pe?
2.	What do you want Carlos to tell me?	Mba'éˆpa rei-potá Carlos he-'í xé-ve?
3.	What do you want <u>him</u> to tell you?	Mba'éˆpa rei-potá ha'é he-'í ndé-ve?
4.	What does he want <u>you</u> to tell me?	Mba'éˆpa oi-potá ndé er-é xé-ve?
5.	What does he want <u>me</u> to tell you-all?	Mba'éˆpa oi-potá xé ha-'é peẽ-me?

Use Phase

dialog

A.	Mba'é^pa pei-potá aj-apó?	What to you-all want me to do?
B.	Oré re-hẽndu-sé guarani. E-ñẽ'e mi oré-ve guaraní-me.	We want to listen to Guarani. Speak to us in Guarani.
A.	Mba'é^pa pei-potá ha-'é peẽ-me?	What do you want me to tell you?
B.	Er-e mĩ oré-ve moo^pa rei-kõ.	Tell us where you live.
A.	Ai-kõ á-pe.	I live here.

directed discourse

1. E-porandú (t̃éra)-pe mba'é^pa oi-potá ndé er-é ixu-pé.
2. E-porandú (t̃éra)-pe mba'ẽ^pa oi-potá ha'é ixu-pé.
3. E-porandú xé-ve mba'é^pa ai-potá er-é xé-ve.
4. E-porandú ixù-pe kuéra mba'é^pa oi-potá peẽ pej-é.
5. E-porandú (t̃éra)-pe oi-potá^pa xé ha'é ixu-pé.
6. E-porandú xé-ve ai-potá^pa er-é Carlos-pe.

dialog

A.	E-jeruré (t̃éra)-pe peteĩ lapis.	Ask (name) for a pencil.
B.	(t̃éra), e-me'ẽ xé-ve peteĩ lapis.	(Name), give me a pencil.
A.	Na ápe.	Here you are.

Directed discourse

1 E-jeruré xé-ve peteĩ kuatiá.

2 E-jeruré xé-ma'-pe mokoi lapis.

3 E-me'e xé-pé mokõi kuatiá.

4 E-me'e xé-ve petei mba'é.

Interpreting

D'gale a (nombre) que se le pida a (nombre) una cosa.

etc.

Appropriate response

1 Mba'é pa rei-potá a-me'e ndé-ve?

2 Mba'é pa rei-potá a-me'e (téra)-pe?

3 Mba'é pa rei-potá a-jeruré (téra)-pe?

4 Rei-potá pa ha- é ndé-ve petei mba'é?

5 Mba'é pa rei-potá ha- é ndé-ve?

6 Rei-potá pa ha- é ndé-ve moo pa ai-kó?

Cycle 9

Manipulation Phase

model

Ha'é he-'í kurî:	"Xé ai-kó á-pe."	He said, "I live here."

TO THE STUDENT: Kurî indicates RECENT PAST. It is used generally in statements rather than in questions. NOTE: hîna can occur after kurî.

Ha'é he-'í kurî hîna. He was recently saying.

translation (use the RECENT PAST tense)

He said, "No."	Ha'é he-'í kurî, "Nahâniri."
I said, "No."	Xé ha-'é kurî, "Nahâniri."
I studied.	Xé a-studiá kurî.
I was studying.	Xé a-studiá kurî hîna.
You are reading.	Ndé re-leé kurî hîna.
He was speaking Guarani.	Ha'é o-ne'ẽ kurî hîna guarani.

model

Mba'épa he-'í ra à?	What did he say?

TO THE STUDENT: ra à is used in questions referring to past time. Acutally it is used when the action referred to in the sentence was not witnessed or cannot be certified by the speaker. Hence it occurs typically, but not exclusively, in questions.

translation

What did he do?	Mba'éˆpa oj-apó ra.è?
What did he read?	Mba'éˆpa o-leé ra.è?
What did you write?	Mba'éˆpa re-scriví ra.è?
What did I say?	Mba'éˆpa ha-'é ra.è?

patterned response

1. Mba éˆpa er-é ra.è?	Xé ha-'é kurî, "Nahãniri."
2. Mba'éˆpa ha-'é ra.è?	Ndé er-é kurî, "Nahãniri."
3. Mba'éˆpa he-'í ra.è?	Ha'é he-'í kurî, "Nahãniri."
4. Mba'éˆpa pej-é ra.è?	Oré ro-'é kurî, "Nahãniri."
5. Mba'éˆpa ro-'é ra.è?	Peẽ pej-é kurî, "Nahãniri."
6. Mba'éˆpa ja-'é ra.è?	Ñandé ja-'é kurî, "Nahãniri."

directed discourse

1. E-porandú (téra)-pe mba'éˆpa xé ha,'é ra.è.
2. E-porandú xé-ve mba'éˆpa xé ha-'é ra.è.
3. E-porandú (téra)-pe mba'éˆpa ra.è.
4. E-porandú (téra)-pe o-studiáˆpa ra.è.
5. E-porandú xé-ve Carlosˆpa o-ñe'ẽ ra.è hĩna inglés.

interpreting

1. Ask (name) what he said.
2. Ask (name) what I said.
3. Have (name) ask (name) what he said.
4. Have (name) ask (name) what I said.
5. Have (name) ask you what Carlos said.

Cycle 10

Manipulation Phase

model

Ha'é he-'í kurì òi-ko há á-pe.	He said that he lives here.

TO THE STUDENT: Contrast direct with indirect quotation.

Direct: He-'á kurì, "Ai-kó á-pe." He said, "I live here."
Indirect: He-'í kurì oi-ko há á-pe. He said that he lives here.

Direct: He-'í kurì, "A-karú hĩna."
Indirect: He-'í kurì o-kàrú hà hĩna.

Direct: Er-é kurì, "A-studiá guaranĩ."
Indirect: Er-é kurì re-stùdia há guaranĩ.

Direct: Ha-'é kurì, "A-lèe-sé."
Indirect: Ha-'é kurì a-lẽe-sé há.

repetition

He-'í kurì oi-ko há Paraguái-pe.
Ha-'é kurì ai-ko há Paraguái-pe.
Er-é kurì rei-ko há Paraguái-pe.
Pej-é kurì pei-ko há Paraguái-pe.
Ro-'é kurì roi-ko há Paraguái-pe.
Ja-'é kurì jai-ko há Paraguái-pe.

patterned response

1. Mba'é pa he-'í ra.è?	He-'í kurì oi-ko há á-pe.
2. Mba'é pa er-é ra.è?	Ha-'é kurí oi-ko há á-pe.
3. Mba'é pa ha-'é ra.è?	Er-é kurì rei-ko há á-pe.
4. Mba'é pa pej-é ra.è?	Ro-'é kurì roi-ko há á-pe.
5. Mba'é pa ro-'é ra.è?	Pej-é kurì pei-ko há á-pe.
6. Mba'é pa ja-'é ra.è?	Ja-'é kurì jai-ko há á-pe.

conversion

Carlos he-'í kurî, "a-ñe'ẽ guaranî." --Mba'é?
Carlos he-'í kurî o-ñe'e há guarani.

Ha'é he-'í kurî, "A-jepohéi hína." --Mba'é?
Ha'é he-'í kurî o-jepohèi há hína.

ha'é he-'í kurî, "A-purahéi-kuaá." --Mba'é?
Ha'é he-'í kurî o-purahèi-kuàa ha.

He-'í kurî, "A-stùdia-sé guaranî" --Mba'é?
He-'í kurî o-stùdia-sè há guarani.

Xé ha-'é kurî, "A-karú cafetería-pe." --Mba'é?
Ha-'é kurî a-kàru há cafetería-pe.

Xé ha-'é kurî, "A-mba.apó embajada-pe." --Mba'é?
Ha-'é kurî a-mbà.apo há embajada-pe.

Xé ha-'é kurî, "A-pytu'ú hina ko'ãga." --Mba'é?
Ha-'é kurî a-pytu'ù há hína ko'ãga.

Ndé er-é kurî, "Ai-potá peteî livro." --Mba'é?
Er-é kurî rei-pòta há peteî livro.

Ndé er-é kurî, "Aj-apó ta pastel." --Mba'é?
Er-é kurî rej-apó ta há pastel

Ndé er-é kurî, "A-scrivî va.erâ." --Mba'é?
Er-é kurî re-scrivî va.erâ ha.

Oré ro-'é kurî, "Ro-ke-sé ko'ára." --Mba'é?
Ro-'é kurî ro-ke-se ha ko'ára.

directed discourse and stay-alert

1. Mbò'e há: (David) e-porandú (José)-pe mba'éˆpa o-scriví ra.e hína.
David: José. mba'éˆpa re-scriví ra.e hína?
José: A-scriví kurî peteî carta.
Luis: O-porandú kurî mba'éˆpa ha'é o-scriví ra.e hína.
Mbó'e há: Clase, mba'é David o-porandú ra.e José-pe?
Clase: O-porandú kurî mba'éˆpa ha'é o-scriví ra.e hína.
Mbò'e há: Ha, María, mba'éˆpa José he-'í ra.e David-pe?
María: Ha he-'í kurî o-scrîvi há hína peteî carta.
Mbò'e há: Clase, mba'é José he-'í ra.e David-pe?
Clase: He-'í kurî o-scrîvi há hina peteî carta.
Mbò'e há: Oî pora.

2. E-porandú (téra)-pe mba'é ixa^pa oi-kó.
   A. Mba'é ixa^pa rei-kó?
   B. Ai-kó porâ-nte.

   Teacher: Mba'é^pa (téra) o-porandú ra.è (téra)-pe?
   C. Ha'é o-porandú kurî mba'é ixa^pa (téra) oi-kó?
   Teacher: Ha mba'é^pa ha'é he-'í ra.è?
   D. Ha'é he-'í kurî oi-kò porâ há?

3. E-porandú ixù-pe kuéra oi-kó^pa Paraguái-pe?
   A. Pe-kó pa Paraguái-pe?
   B. Hee, roi-kó Paraguái-pe.

   Teacher: Mba'é^pa (téra) o-porandú ra.è (téra)-pe?
   C. Ha é o-porandú kurî oi-kó^pa ha'è kuéra Paraguái-pe?
   Teacher: Ha mba'é^pa ha'è kuéra he-'í ra.è?
   D. Ha'è kuéra he-'í kurî oi-ko há Paraguái-pe.

Cycle 11

Manipulation Stage

model

Ikatú^pa a-ñe'ẽ karaî-ñe'ẽ-me?	May I speak in Spanish?

TO THE STUDENT: Ikatú is equivalent to 'it is possible' or 'it is allowed'. It is frequently translated 'can' or 'may'. Study the additional examples.

Ikatú a-leé.	I can read. (can--am allowed to)
Ikatú re-scriví	You may write.
Ikatú pe-studiá.	You-all may study.
Ikatú xé aj-apó.	I can do it. (can--am able to)
Ikatú ndé re-ñe'è.	You may speak.

NOTE that the pronoun may be put in for emphasis. Ikatú is not used to mean 'be able to' in the sense of 'know how to', only in the sense of 'be capable to'.

patterned response

model: Mba'é^pa ikatú rej-apó?
Ikatú a-ñe'ẽ inglés.

What can you do?
I can speak English.

(In the sense: 'we are at the end of our rope. What can you do?' 'Qué puede hacer?')

Mba'é^pa ikatú aj-apó?
Ikatú re-ñe'ẽ inglés.

drill: Mba'é^pa ikatú rej-apó?
Ikatú a-ñe'ẽ inglés..

Mba'é^pa ikatú jaj-apó?
Ikatú ña-ñe'ẽ inglés.

Mba'é^pa ikatú roj-apó?
Ikatú pe-ñe'ẽ inglés.

Mba'é^pa ikatú oj-apó ha'è kuéra?
Ikatú o-ñe'ẽ inglés.

patterned response

model: Mba'é^pa ikatú rej-apó?
Ikatú^pa re-ñe'ẽ inglés?
Hẽe, ikatú a-ñe'ẽ inglés.

drill: 1. Mba'é^pa ikatú rej-apó?
Ikatú^pa re-scriví peteĩ carta?
Hée, ikatú a-scriví peteĩ carta.

2. Mba'é^pa ikatú rej-apó?
Ikatú^pa re-purahéi?

3. Mba'é^pa ikatú aj-apó?
Ikatú^pa a-studiá?

4. Mba'é^pa ikatú aj-apó?
Ikatú^pa a-jepohéi?

5. Mba'é^pa ikatú roj-apó?
Ikatú^pa ro-porandú ixu-pé?

6. Mba'é^pa ikatú pej-apó?
Ikatú^pa pej-é ixù-pe kuéra?

directed discourse and appropriate response

1. E-porandú (ɨéra)-pe mba'éˆpa ikatú oj-apó.
2. E-porandú (ɨéra)-pe ikatúˆpa xé a-studiá cafetería-pe.
3. Moõ pa ikatú ña-mba.apó?

Cycle 12

Manipulation Stage

model

A-ñe'ẽ-kuaá guaranĩ, pero mixi mĩ-nte.	I know how to talk Guarani, but only a little.

model

Re-ne'ẽ-kuáˆpa guaranĩ?	Do you know how to talk Guarani?

TO THE STUDENT: VERB-kuaá is equivalent to 'know how to VERB'. It is frequently translated by 'can' or 'be able to'. Study the additional examples.

A-purahẽi-kuaá.	I know how to sing.
A-leẽ-kuaá.	I can read.
Ha'é o-jerokỹ-kuaá.	He knows how to dance.

Be careful to distinguish between -kuaá and ikatú. Both are translated by 'can', but they mean different things.

Ikatú a-studiá.	I can study.	(can in the sense 'am able to, capable of')
A-studiá-kuaá.	I can study.	(can in the sense of 'know how to')

Remember that ikatú also has the meaning 'be allowed to'.

patterned response (answer affirmatively)

model: Ndé^pa re-ñe'ẽ-kuaá karaĩ-ñe'ẽ?
A-ñe'ẽ-kuaá, pero mixi mĩ-nte.

drill: Ndé^pa re-leẽ-kuaá guaranĩ-me?
A-leẽ-kuaá, pero mixi mĩ-nte.

Ha'é^pa o-scrivĩ-kuaá ruso-pe?

Peẽ^pa pe-purahẽi-kuaá?

Ñandé^pa ña-ñe'ẽ-kuaá guaranĩ-me?

directed discourse and appropriate response

1. E-porandú (téra)-pe mba'é^pa oj-apò-kuaá.
2. E-porandú (téra)-pe o-ñe'ẽ-kuaá^pa guaranĩ.
3. E-porandú (téra)-pe xé^pa a-ñe'ẽ-kuaá guaranĩ aveĩ.
4. E-porandú xé-ve ndé^pa re-ñe'ẽ-kuaá guaranĩ aveĩ.
5. Mávа^pa o-purahẽi-kuaá?
6. Mávа^pa o-jerokỹ-kuaá?

dialog

A.	Ikatú^pa a-ñe'ẽ karaĩ-ñe'ẽ-me?	May I speak in Spanish?
B.	Re-ñe'ẽ-kuaá^pa guaranĩ?	Do you know how to speak Guarani?
A.	A-ñe'ẽ-kuaá, pero mixi mĩ-nte.	I do, but only a little.
B.	La gènte kuéra o-hà.arò re-ñe'ẽ guaranĩ-me.	The people expect you to speak in Guarani.
A.	La upé ixa rò, a-ñe-ha'ã ta a-ñe'ẽ guaranĩ-me.	In that case I'll try to speak Guarani.

Translation

1.	Ai-potá peteĩ óga ha peteĩ coche.	I want a house and a car.
2.	Mba é^pa pei-potá peẽ?	What do you (pl) want?
3.	Oré roi-potá peteĩ livro.	We want a book.
4	Mba é^pa rej-apó hína?	What are you doing?
5.	Mba'é^pa rej-apó ta ko'ẽro?	What will you do tomorrow?
6.	Ko'ẽro a-ñe'ẽ va.erã peteĩ escuela-pe.	Tomorrow I have to speak in a school.
7.	Er-e mi xù-pe kuéra moõ^pa rei-kó	Tell them where you live.
8.	E-porandú xé-ve moõ^pa ai-kó.	Ask me where I live.
9.	Mba'è^pa he-'í ra.è?	What did he say?
10.	He-'í kurĩ oi-ko há á-pe.	He said that he liwes here.
11.	Mba'é^pa he-'í ra.è peẽ-me.	What did he say to you (pl)?
12.	Oré-ve^pa? Oré-ve he-'í kurĩ oi-ko há Provo-pe.	To us? He told us that he lives in Provo.
13.	Ikatú^pa a-ñe'ẽ inglés clase-pe.	Can I speak English in class?
14.	Nahániri. Re-ñe'ẽ va.erã guaraní.	No. You should speak Guarani.
15.	Re-ñe'ẽ-kuaá^pa karaĩ-ñe'ẽ?	Can you speak Spanish?
16.	A-ñe'ẽ-kuaá, pero mixi mĩ-nte.	I can, but only a little.
17.	Xé a-ñe'ẽ aveĩ mixi mĩ.	I can speak a little too.
18.	Mba'é^pa rei-potá aj-apó ko'ãga?	What do you want me to do now?
19.	Ko'ãga ité a-stùdia-sé guaraní.	Right now I want you to study Guarani.

appropriate response

1. Carlos oi-potá peteĩ lapis. Ha ndéˆpa, mba'é rei-potá?
2. Mba'éˆpa rej-apó hina?
3. Mba'éˆpa oj-apó hína ha'é?
4. O-studiáˆpa hina ha'é?
5. Mba'éˆpa rej-apó ko'èro?
6. Ha'éˆpa o-studiá ta guaraní ko'ẽro?
7. Mba'éˆpa jaj-apó ta ko'èro?
8. Er-e mĩ oré-ve moòˆpa rei-kó?
9. E-porandú xu-pé oi-kóˆpa á-pe.
10. E-porandú xu-pé, mba'éˆpa he-'ĩ-sé ndé-ve.
11. Mba'éˆpa he-'í ra è?
12. Moòˆpa ha'é he-'í kurĩ oi-ko há?
13. E-porandú xù-pe kuéra ikatúˆpa re-ñe'è inglés clase-pe.
14. Xé a-porandú ta pee-me moòˆpa pei-kó. Mba'éˆpa xé aj-apó ta?
15. Re-ñe'ẽ-kuaá karaĩ-ñe'ẽ?
16. Mba'éˆpa oj-apó hína ha'è kuéra?
17. Pe-stùdia-séˆpa guaraní?
18. Xé a-ñe'è-kuaá inglés, pero mixi mĩ-nte. Ndéˆpa re-ñe'ẽ-kuaá guaraní?
19. Ñandéˆpa ña-ñe'ẽ-kuaá guaraní?
20. Ndéˆpa rei-potá a-purahéi?
21. Rei-potáˆpa a-jeroký?
22. Rei-potáˆpa a-me'è ndé-ve peteĩ lapis?
23. Mba'éˆpa ndé rei-potá a-me'è ndé-ve?
24. Mba'éˆpa ndé rei-potá aj-apó ko'aga ité?

25. Mba'é^pa jaj-apò va.erà ko'ãga?

26. Nandé^pa ña-ñe'ê va.erã guaraní clase-pe?

translation as response model

A. 1. Will you study in the library tonight?

A.	Mba'é^pa rei-kuáa-sé?
B.	Ai-kuàa-sé re-studiá ta^pa biblioteca-pe ko pyhare.
A.	A-studiá ta.

2. Did you study in the library last night?

A.	Mba'é^pa re-porandu-sé xé-ve?
B.	A-porandu-sé re-studiá^pa ra.e biblioteca-pe ànge-pyharé.
A.	A-studiá kurì.

3. Shall we (incl) eat in the cafetería tomorrow?

4. Did you-all eat in the cafetería yesterday?

5. Does Carlos read day and night?

6. Will he write a letter today?

7. Did you write a letter today?

8. Should I begin now?

9. Should we go to sleep now?

10. Did you go to sleep at 11?

B. 1. I need a pencil.

A. Mba'é^pa er-e-sé xé-ve?
B. Ha-'é-sé ai-kotè've há peteĩ lapis.

2. I want a book.

A. Mba'é^pa èr-e-sé xé-ve?
B. Ha-'é-sé ai-pòta há peteĩ livro.

3. I will need a bicycle.

4. I will want a car.

5. I see a snake

6. Rafael sees a girl.

7. Maria saw a boy.

8. I heard a song.

Cycle 13

Manipulation Phase

model

E-mbohasá xé-ve petei tása. Pass me a cup.

lexical substitution

(tása)
váso (glass)
servilleta

E-mbohasá xé-ve peteĩ tása.
E-mbohasá xé-ve peteĩ váso.
E-mbohasá xé-ve petei servilleta.

model

E-mbohasá xé-ve ý.	Pass me (some) water.

lexical substitution

(ý)	E-mbohasá xé-ve ý.
kambý (milk)	E-mbohasá xé-ve ý.
juký (salt)	E-mbohasá xé-ve kambý.
asucá (sugar)	E-mbohasá xé-ve asucá.
pan (bread)	E-mbohasá xé-ve pan.

model

Mba'é^pa la rei-kotevẽ va?	What is it you need?
Mba'é^pa la rei-potá va?	What is it you want?

dialog

A. Mba'é^pa la rei-koteve va?

B. E-mbohasá xé-ve juký.

A. Na á-pe. (Here you are.)

Use Phase

appropriate response

1. Mba'é^pa la rei-kotevẽ va?
2. Mba'é^pa la rei-potá va?
3. Mba'é^pa la (t̃éra) oi-potá va?
4. Mba'é^pa la (t̃éra) oi-kotevè va?

directed response

1. E-porandí xé-ve mba'é^pa la ai-potá va.
2. E-porandí xé-ve mba'é^pa la ai-kotevè va.
3. E-porandí (téra)-pe mba'é^pa la oi-kotevè va.
4. E-porandí (téra)-pe mba'é^pa la oi-kotevè va.

interpreting

1. Ask (name) what it is he wants.
2. Ask me what it is I need.

Cycle 14

Manipulation Phase

model

A.	Re-studiá ma pa.	Ya estudiaste?
B.	A-studiá ma.	Ya.

TO THE STUDENT: The postfix ma is equivalent to the Spanish 'ya', except that ma is a postfix and can never occur alone. Ma frequently translates in English as 'already' or by the present perfect tense. Other examples:

Ro-hugá ma pelota.	We've played ball.
A-mba.apó ma hina.	I've been working.

patterned response

1. Re-studiá ma pa?	A-studiá ma.
2. Re-karú ma pa?	A-karú ma.
3. Re-cená ma pa?	Ro-cená ma.
4. Re-mba.apó ma pa?	Ro-mba.apó ma.

model

A. Re-cená ta ma^pa?	Ya cenarás? (Will you eat now?)
B. Upé ixa hína. A-karu-sé ma.	Sí, ya quiero comer. (Yes, I want to eat now.)

TO THE STUDENT: In non-post context, ma is often better translated by 'now'. The Spanish ya is the perfect equivalent.

model

A. Ne'ira^pa re-studiá?	Haven't you studied yet?
B. Ne'ira gueteri.	Not yet.

substitution

(studiá)	Ne'ira^pa re-studiá?
ñe'ẽ	Ne'ira^pa re-ñe'ẽ?
mba.apó	Ne'ẽra^pa re-mba.apó?

dialog

A. Ne'ira^pa o-ñe'ẽ-kuaá?	Doesn't he know how to talk yet?
B. O-ñe'ẽ-kuaá ma.	Yes he does.
A. Ha o-ñe'ẽ porã^pa?	And does he talk well?
B. Ne'ira gueteri.	Not yet.

dialog

A.	Ne'ĭra guèteri ro-karú.	We haven't eaten yet.
B.	Pe-kàru-sé ma^pa?	You want to eat now?
A.	Ro-káru-sé ma.	Yes we do.
C.	Xé a-karú ma.	I have already eaten.

dialog

A.	Ne'ĭra^pa pe-cená?	Have you-all eaten supper yet?
B.	Ro-cená ma, pero ne'ĭra guèteri ro-studiá.	We have already eaten supper, but we haven't studied yet.
A.	Ha Carlos^pa o-cená ma?	And has Carlos eaten supper already?
B.	O-cená ma ha o-studiá ma aveí.	He has already eaten supper and has already studied too.

Use Phase

listening for comprehension

Na-moí Carlos ha Gladys o-cená ma há pero ne'ĭra guèteri o-studiá.

Bill ha María ka'ú ne'ĭra guèteri o-cená, pero ha'è kuéra o-studiá ma.

appropriate response

1. Ne'ĭra^pa Carlos ha Gladys o-cená?
2. O-cená ma^pa Bill ha María aveí?

etc.

Manipulation Phase

Cycle 15

model

O-je-scriví upé ixa.	It is written like that.
O-jej-apo kó ixa.	It is done like this.

TO THE STUDENT:

(a) O-je-scriví 'is written', like o-je-'é 'is said', is a reflexive form exactly like its Spanish equivalent, 'se escribe'. The reflexive form is made by inserting -je- between the pronoun and the stem. (Remember that j changes to ñ in a nasal environment.) Note also the regularity of the reflexive form of J-VERBS and I-VERBS.

o-je-studiá	se estudia
o-jej-apó	se hace
o-je-kuaá	se conoce
o-ñe-ñe'é	se habla
o-ñe-aprendé	se aprende
o-ñe-hoty	se siembra

(b) The particle ixa means 'like'. Other examples:

Ndé re-karú cavajú ixa.	You eat like a horse.
Mba'é-ixa-pa ?	Like what ?

model

O-ñe-mõi raẽ la ý ha upéi la jukýr.	Primero se pone el agua y después la sal.

listening for comprehension

Maria he-'í Carlos-pe. "Moõ^pa rei-kó ?" Ha Carlos he-'í Maria-pe, "Ai-kó Paraguái-pe. Ha ndé ?" "Xé ai-kó Arizona-pe", he-'í Maria.

appropriate response

Mba'é^pa he-'í ra.è Maria ?
Mba'é^pa he-'í ra.è Carlos Maria-pe ?
Moõ^pa oi-kó Carlos ?
Carlos he-'í kurì oi-kó ha Texas-pe. Aje^pa ?
Moõ oi-kó ha^pa he-'í ra.è Maria ?

listening for comprehension

Carlos o-studiá hĩna inglés, ko'ãga.
Ko'ẽro o-studiá ta guaranĩ ha o-ñe'ẽ ta portugues.

appropriate response

1. Mba'e^pa oj-apó hĩna Carlos?
2. Mba'é^pa pej-apó hĩna ko'ãga?
3. Mba'é^pa oj-apó ta ko'ẽro?
4. Ha María? Mba'é^pa oj-apó hĩna?
5. Mba'é^pa oj-apó ta ko'ẽro?
6. Ha ndé?
7. Ha ñandé?

listening for comprehension

Carlos he-'í María-pe.
1. María, ai-potá re-studiá guaranĩ ko'ãga, ha ko'ẽro ai-potá re-studiá karaĩ-ñe'ẽ.

María he-'í Carlos-pe.
2. Ko'ãga a-studiã ta karaĩ-ñe'ẽ ha ko'ẽro a-stùdia-se guaranĩ.

appropriate response

1. Mba'é^pa Carlos oi-potá oj-apó María?
2. Mba'é^pa oi-potá o-studiá?
3. Mba'é^pa oi-potá oj-apó ko'ãga?
4. Mba'é^pa oi-potá oj-apó ko'ẽro?
5. Mba'é^pa he-'í Carlos María-pe?
6. Mba'é^pa oj-apo-sé María?
7. María^pa o-stùdia-sé guaranĩ ko'ãga?
8. María^pa o-hèndu-sé karaĩ-ñe'ẽ ko'ẽro?

model

Mba'é ixaˆpa o-jej-apó upéva?	Cómo se hace eso?

dialog

A. Mba'é ixaˆpa o-jej-apó upéva?

B. O-jej-apó kó ixa.

A. O-ñe-moĩ raẽ la ý ha upéi la juký.

REINFORCEMENT STAGE

Action Script

Los estudiantes serán escogidos de acuerdo al criterio del profesor. Cada uno de ellos deberá tener la oportunidad de participar intentando hacer una demostración de como se hace algo delante de todos sentados en un simicírculo. A causa del poco vocabulario que aún poseen habrá más intentos de demostraciónes gráficas. Esto traerá mucnos simpáticos momentos que deberán ser explotados.

1. (t̃éra), e-porandú (t̃éra)-pe mba'é ixa^pa o-jei-kó vicicleta-pe.
   Vicicleta-pe o-jei-kó pé-ixa...

2. (t̃éra), e-porandu (t̃éra)-pe mba'é ixa^pa o-karú (t̃éra).
   (t̃éra) o-karú kó-ixa...

3. ____ _____ _____, mba'é ixa^pa o-ñe-maneha coche.
   Coche o-ñe-manena pé-ixa...

4. ____ _____ _____, mba'é ixa^pa o-je-purahèi porã.
   O-je-purahèi porã pé-ixa...

5. ____ _____ _____, mba'é ixa^pa o-je-jeroký pólka.
   Pólka o-je-jeroký pé-ixa...

6. ____ _____ _____,mba'é ixa^pa o-ñe-ñe'é chino.
   Chino o-ñe-ñe'é pé-ixa...

Frente a los estudiantes sentados en un semicírculo, el profesor imita en pantominas ciertas caracteristicas de acciones, animales o personas, preguntando: Qué animal hace así? Habla así? Canta así? ó Qué se hace así? etc.
Los estudiantes divididos en dos o más equipos tratan de dar la respuesta correcta diciendo 'Así hace el mono' o 'Así se lee', 'Así habla chino' etc. El equipo con más respuestas correctas es el ganador.

Profesor

1. Mba'é mymba^pa oj-apo pé-ixa?

2. Mba'e^pa o-jej-apó pe-ixa (pantominas de actos de leer, escribir, comer, cantar, dormir, etc.)

3. Mba'é mymba^pa o-karu pé-ixa?

4. Mba'é mymba^pa o-guata pé-ixa?

5. Mba'é mymba^pa o-ñe'ẽ pé-ixa?

6. Mba'é ñe'ẽ^pa o-ñe-ñe'ẽ pé-ixa? (chino)

7. Mba'é pa o-je-'ũ pé-ixa?

etc.

Role Playing

1. You meet a person who speaks English very well. You compliment him and ask where he studied English. He replies that he learned in school. You ask where, and he says in a school in California.

2. You are asked if you speak Guarani. You admit that you speak just a little and say you want to know how to speak well. You ask how you can learn to speak well. He tells you that you must speak day and night. You thank him.

3. You are asked what you want. You reply that you want a home in Paraguay and one also in New York. He is surprised and somewhat disbelieving. You say, "Well, you asked me what I want." Then you say you want a farm in Brazil too.

Concurso

Este es un concurso de preguntas y respuestas. Se puede hacer formando un circulo, con el maestro actuando como animador. Porque no darle el sabor y animación de los concursos en la radio o televisión? La competición puede ser entre individuos o dos equipos.

1. Mãva^pa tùvixa vé, Paraguái-pe tẽra^pa Texas?
2. Mba'é^pa o-je-hùga vé Estados Unidos-pe pelota^pa tẽra^pa futbol?
3. Mba'é ixa^pa hẽra Tarzan rembireko?
4. Mãva^pa i-puku vé río Amazona^pa tẽra^pa río Misissippi?
5. Mba'é ixa^pa hẽra Paraguái presidente?
6. Pedro o-guereko peteĩ tió tẽra va Juan. Juan, Pedro-ru hermano. Juan sỹ hẽra María. Mba'ẽ ixa^pa hẽra Pedro avuela?
7. Oĩ mes o-guereko va 30 días ha oi katú o-guereko va 31 días. Mbový mes^pa oĩ o-guereko va 28 días? (Entero o-guereko 28 días. Pero febrero nd^o-guereko^iri 30.)
8. Mãva^pa i-puku vé America del Norte^pa tẽra del Sur?
9. Mba'é^pa i-pohỹi vé, un kilo mandyju^pa tẽra^pa un kilo plomo?
10. Mba'é ixa^pa hẽra peteĩ karaí hendyvá puku ha morotĩ va, i-kasõ ha i-camisa pytã va, ha i-kyra va, mitã kuéra-pe o-gueru va cada año heta mba'é?
11. Mba'é ixa^pa hẽra peteĩ ẽta i-po'i ha i-puku va o-pytá va Océãno Pacifico yke re?
12. Peẽ^pa pei-kuaá peteĩ karaí o-ñe'ẽ va hĩna ko'ãga peẽ-me-pe?
13. Alfredo Stroessner^pa Paraguái tẽra^pa Brasil presidente?
14. Nde-rù-hẽra rõ Francisco, ha nde-sỹ-suégra María, mba'é ixa^pa hẽra la nde-avuela?
15. Rei-kotevẽ rõ peteĩ camisa centro gui ha rei-kuaá rõ Carlos o-ho ta ha centro-pe, mba'é ikatú er-é xu-pé?

16. Carlos o-guereko irundý lapis i-po-pe, ha o-mõi peteĩ livro ha mokoĩ tisa mesá àri ha peteĩ lapis silla ári. Mbový lapis^pa o-guereko i-po-pe?

17. José, Pedro-ru hermano. Pedro-sỳ-ñéra Juana, ha Juana-sỳ ñéra Marta. Mba'é ixa^pa ñéra la José-hermano-avuela?

Una variación de la actividad arriba citada podría consistir en lo siguiente:

Cuatro o más estudiantes son escogidos. Podría decirse a la clase: Estos cuatro irán fuera del salon de clase por un minuto. Allí pensarán y escogerán una acción determinada, o persona o animal al cual parodiarán en pantominas ante cada uno de Uds. diciendo: Que hace así? etc. Y Uds. tratarán de adivinar lo que están haciendo, o a quién, o que está imitando. Cuando el primero de los cuarto esté a dentro los otros esperarán su turno afuera sucesivamente. Después que los cuatro hallan salido para escoger su 'tema' el profesor dirá a su clase: Cuando cada uno vuelva aquí y actue en su papel ante cada cual preguntando por la identidad de lo que imita NADIE debe dar la respuesta correcta. Si, por ejemplo, el primero que entra está imitando a un momo la clase fingira tratar de adivinarlo sin lograrlo, de la siguiente manera: Así hace un caballo, una vaca, un puerco, un burro, etc. Sin decir nunca lo correcto: Que así HACE UN MONO. Esto puede continuarse por unos breves momentos y entonces se discubre el truco y se llama al próximo.

Haciendo Girar la Botella

Los estudiantes se sientan formando un amplio círculo. El profesor o uno de los estudiantes queda en el centro del círculo con una botella. Para comenzar el juego se hace girar la botella. La botella va girando sola hasta que al final perdido su impulso inicial cae. El estudiante frente a quién quedare apuntando la botella se parará en el centro del círculo diciendo: "Mba'é^pa pei-potá aj-apó?"

Clase: Mba'é^pa rej-apo kuaá?
E: A-purahẽi-kuaá, a-leè-kuaá, a-jerokỳ-kuaá.
etc.

Clase: Oré roi-potá re-jeroký
_____ re-karú

_____ re-ñe'ẽ francés

etc.

Mba'é^pa oj-apó hĩna?

Se divide la clase en dos equipos, A y B. Un miembro por vez de cada equipo cierra los ojos e imagina un acción determinada. "Pedro" de equipo A podrá imaginar lo siguiente: ESTOY LEYENDO UNA CARTA. Entonces el equipo A pregunta en coro al B:

A. Mba'é^pa oj-apó hĩna ha'é?

El equipo B trata de adivinar lo que "Pedro" está imaginando hacer. Cada equipo tiene derecho a una o dos suposiciones por cada miembr de él.

B. Ha'é o-leé hĩna.
____ o-karú hĩna cafetería-pe.
____ o-jerokỹ hĩna.
____ o-studiá hĩna guaranĩ.
etc.

El equipo que logra adivinar gana dos puntos. Pero si, por ejemplo, el equipo no ha logrado averiguar lo que en este caso "Pedro" estaba imaginando, "Pedro" lo dirá. Si lo hace en correcto guarani ganará un punto para su equipo: si no, NADIE recibe punto y es el turno del equipo A intentar adivinar lo que un miembro del equipo B imiginará. Y así sucesivamente.

College Bowl

Este es un concurso de preguntas y respuestas. Se puede hacer formando un circulo, con el maestro actuando como animador. Porque no darle el sabor y animación de los concursos en el radio o televisión. La competición puede ser entre individuos o dos equipos.

1. Mba'é^pa o-je-huga vé Estados Unidos-pe pelota^pa tẽra^pa futbol?

2. Mba'é ixa^pa ĥéra Tarzan ĥembireko?

3. Mba'é ixa^pa ĥéra Paraguái presidente?

4. Pedro o-guereko peteĩ tió ĥéra va Juan. Juan, Pedro-ĥu-hermano. Juan-sỹ-ĥéra María. Mba'é ixa^pa ĥéra Pedro-avuela?

5. Alfredo Stroessner^pa Paraguái tẽra^pa Brasil presidente?

6. José, Pedro hermano. Pedro-sỹ-ĥéra Juana, ha Juana-sỹ-ĥéra Marta. Mba'é ixa^pa ĥéra la José harmano avuela?

REVIEW STAGE

Listening In

1. Moó^pa o-karú ha'é? Ha'é o-karú á-pe, ha o-studiá pé-pe.
   Mba'é^pa o-studiá ha'é? Ha'é o-studiá guaranĩ.

2. Moô^pa re-hugá futbol? Á-pe a-hugá futbol ha pé-pe a-hugá
   tenis. Pe-hugá^pa futbol? Nahániri. Ro-hugá tenis.

3. Á-pe^pa pe-karú peè? Á-pe, ha David? Ha Divid o-karú pé-pe.

4. Moõ^pa o-karú Carlos? Carlos o-karú á-pe ha David pé-pe.
   Ha ndé? Xé a-karú á-pe aveí.

5. Carlos o-studiá ta guaranĩ. Moô^pa o-studiá ta? Peteĩ
   universidad-pe. Ha ndé^pa mba'é rej-apó ta?

6. Kuehé a-studiá guaranĩ, este día a-studiá ta karaĩ-ñe'ẽ.
   Xé katú kuehé a-mba.apó óga-pe.

7. Mba'é^pa rei-potá? Ai-potá peteĩ lapis. Ha ndé? Mba'é^pa rei-potá?
   Xé ai-potá re-karú á-pe kó pyharé.

8. Ikatú^pa a-studiá a-pe? Ikatú! Ndé^pa re-ne'è-kuaá inglés?
   Hèe, a-ñe'è-kuaá. Ikatú^pa a-ne'e ndé-ve inglés-pe?

9. Er-é Carlos-pe: mba'é ixa^pa? Ha mba'é^pa ha'é he-'í ta xé-ve?
   Ha'é he-'í ta ndé-ve: i-porà-nte.

10. Moõ^pa rei-kó? Mba'é? Ha-'é: moõ^pa rei-kó? Á-pe te-nte.

11. Re-karú ma^pa? Nahániri, ne'ĩra guèt-ri. Ha ne'ĩra^pa re-ŕambosa?
    A-ŕambosa ma.

12. Mba'é^pa he-'ĩ-sé 'horse'? He-'ĩ-sé 'caballo'.

listening for comprehension

A. Carlos ?

B. Mba'é ?

A. Mba'é ixa^pa ?

B. I-porã-nte. Ha ndé ?

A. I-porã-nte, aveí.

B. Mba'é ?

A. I-porã-nte aveí.

B. Moõ^pa peẽ pe-karú ?

A. Oré^pa ? Xé a-karú á-pe, ha ha'é o-karú pé-pe.

B. Xé a-karú pe-pe aveí.

A. Mba'é ixa^pa ?

B. Mba'é ?

A. Mba'é ixa^pa ?

B. Xé^pa ? I-porã-nte. Ha ndé ? Mba'é ixa^pa ?

A. I-porã-nte.

B. Mba'é ?

A. Moõ^pa peẽ pe-karú ?

B. Oré^pa ? Xé a-karú á-pe.

A. Ha ha'é ?

B. O-karú pe-pe.

A. Pe-pe^pa ?

B. Pe-pe. 106

A. Xé a-karú pe-pe aveí.

Pronunciation Practice

The vowel 'Ÿ'

ỹ;	pỹre'ỹ, y'ỹre
ñỹ;	kañỹ, poñỹ, nyñỹ
tỹ;	ñotỹ, petỹ, pytỹ
kỹ;	myakỹ

Initial mb, mn

mba'é, mboý, mberú, mburú
mbyté, mbiru'á

- - - - - - - - - - - - - - - -

ndaikuaái, ndorokuaái, ndé, ndururú, ndyryry, ndikatúi

Vocabulary

Units 1 - 5

Guarani - English
English - Guarani

A. GUARANI - ENGLISH

A	A	
a-	1st pers. sing. pronoun prefix	3
agradecé	thank you	5
ajé^pa?	right	4
akà	head	5
alemán	German	4
amõ	there (over yonder)	4
añe-te	certainly, surely	5
angè pyharé	last night	4
á-pe	here	4
à-pe té-nte	right around here	4
aprendé	learn	5
apysá	ear	5
ára	day	4
ára ha pyharé	day and night	4
ári	on top of	5
asucá	sugar	5
aveí	to, also	1
avuela	grandmother	5
B	**B**	
banco	bank, bench	4
béisbol	baseball	4
Biblia	Bible	5
biblioteca	library	4
C	**C**	
cacercla	casserole	4
cada	every, each	3
cafetería	cafe	5
camisá	shirt	5
cancha	playground	4

carro	cart 5
casõ	pants 5
cavajú	horse 5
cená	to eat supper 5
chino	Chinese 3
clase	class 4
coche	car 5
cocinã	kitchen 4
colador	colander 4
cuaderno	notebook 5
cuchara	spoon 4
Cuerpo de Paz	Peace Corps 4

D	D
domingo	Sunday 5
dormitorio	dormitory 4

E	E
-'e	to say 1
e-	(singular command) 2
examen	exam 5
excusado	toilet 4

F	F
fábrica de acero	steel mill 4
fósforo	match 4
fubol	football 4

G	G
gracias	tnak you 4
guá	from, of 4
guaranĩ	Guarani 3
guatá	to walk 5
gue-rekó	to have 5
gustá	to like 4

H	H
ha	and 2
há	to 5
há	that 4
ha.arõ	expect (esperar) 5
ha'é	he, she 1

ha'è kuéra	they 3
hárra	jug 4
hárro	pitcher 4
hẽe	yes 3
he-'i-sé	it means 5
ĥendú	to listen 1
ĥendyvá	his beard 5
ĥéra	is called (its name) 4
ĥetã	his country 5
ĥetà mba'é	many things 5
ĥexá	to see 4
ĥexauká	to show 5
hĩna	(progressive) 3
hó, há	to go 5
hospital	hospital 4
hotel	hotel 4
hugá	to play 3

I

Ĩ	to be 5
Íkatú	it's possible, can, may 5
Ikó	to live, to get along 3
Ikó (vicicleta-pe)	to ride a bicycle 5
Ikotevẽ	to need 5
Ikuaá	to know 3
inglés	English 3
i-po'í	is thin 5
i-porã-nte	just fine 1
Ipotá	to want (something) 4
Ipytyvõ	to help 4
irundý	four 2
ité / itereí	(degree heightener) 5
(ĩ)xu-pé	him, her 3
(i)xù-pe kuéra	to them 5

J

ja- (ña-)	1st pers. plur. (ñandé) pron. pre. 3
ja- (ña-)	let's 4
ja-há	let's go; we go 5
Japó	to do, to make 3
japonés	Japanese 4
javý	to miss 5
-je- (-ñe-)	(reflexive) 5
jepe'á	firewood 4
jepohéi	to wash hands 5
jepopeté	to clap hands 5
jeroký	to dance 5
jeruré	to ask (pedir) 5

jevý	again 1
jueves	Thursday 5
juká	to kill 5
kuký	salt 5
jurú	mouth 5

K

K

kakuaá	to grow up 5
kambý	milk 5
karaí	Mr.; gentleman 1
karaî-ñe'ẽ	Spanish 3
karú	to eat 4
ké	to sleep 5
kirirî	to be quiet 5
ko pyharé	tonight 4
ko'ãga	now 2
ko'ára	today 2
ko'ẽ	dawn; sunrise 5
ko'ẽro	tomorrow 5
kokué	farm 3
kóva	this one 4
kuaá	to know how to 5
kuatiá	paper 5
kuehé	yesterday 5
kuéra	(pluralizer) 3
kuña karaí	Mrs.; lady
kurî	(recent past statements) 5
kyrá	thick; fat 5
kysé	knife 4

L

L

la gènte kuéra	the people 5
la upé ixa rõ	in that case 5
lápis	pencil 4
leé	to read 3
livro	book 4
lunes	Monday 5

M

M

ma	already; pres. perf. tense 5
makaneá	to fool around 5
mandyjú	cotton 5
manehá	to drive 5
mantel	table cloth 4
martes	Tuesday 5
matemáticas	mathematics 4
mãva^pa?	who? which one? 3

mãva-peˆpa?	whom? 4
mba.apó	to work 4
mba'é ixaˆpa?	how (are you)? 1
mba'éˆpa?	what? 3
mba'éˆpa he-'i-sé ueṕva?	what does that mean? 5
mba'é-peˆpa?	in what? 3
mberú	fly 4
mbò'e há, maestro	teacher 5
mbohapý	three 2
mbohasá	to pass 5
mboý? mbovýˆpa?	How much? - how many? 5
me'ẽ	to give 5
Méhico	Mexico 4
mes	month 5
mesá	table 5
mĩ	(command softener) 3
mixi mĩ	a little 3
moĩ	to put it; to suppose 5
mokõi	two 2
moõˆpa?	where? 3
morotĩ	white 5
mymbá	domestic animal 5

N

na á-pe	here you are 5
nahãniri	no 1
nambí	ear 5
ndaˆi-pőri mba'é re pa	don't mention it; you're welcome 5
ndé	you; your 1
ndé-ve	to you 5
ne'ĩra guèteri	not yet (statement) 5
ne'ĩraˆpa?	not yet (question)? 5
-nte	just (no más) 4
ntendé	understand 4

Ñ

ñandé	we (incl) 3
ñandé-ve	to us (incl) 5
ñe-ha'ã	to try 5
ñe-pyrũ	to start 5
ñe'ẽ	to speak; to talk 1
ñotỹ	to plant 5

O	O	
o-	3rd pers. sing. & pl. pron. prefex	3
o-je-'é	is said	4
ˆógɛ	house	4
oĩ-porã	that's fine	1
olla	pan	4
oré	we; our (excl)	1
oré-ve	to us (excl)	5
organisación	organization	4
ovexá	sheep	5

P	P	
pa	if; whether; (question marker)	1
palangana	tub	5
pan	bread	5
pastel	(meat) pie	5
páy	to wake up	5
-pe (-me)	in; at; to	3
-pe guá	associated with; of	4
pe-	2nd pers. pl. pron. prefix	3
pe-	(plural command)	1
peẽ	you-all; your	1
peẽ-me	to you-all	5
pelota	ball	4
peluquería	barbershop	4
pé-pe	there (close by)	4
pero	but	4
peteĩ	one	2
peteĩ mba'é	one thing	5
péva	that one	4
pisarrón	blackboard	5
plato	plate	4
plomo	lead	5
pó	hand	5
pohýi	heavy	5
polka	Polka	5
porã	well; good	3
porandú	to ask (preguntar)	3
porugués	Portuguese	4
psicología	psychology	4
pukú	long	5
purahéi	to sing	5
pý	foot	5
py	then	3
pyahú	new	5
pyharé	night	4
pyhare-vé	morning	5

pytá	to stay; to remain; to be 5
pytẽ	red 5
pytu'ú	to rest 5

R

raẽ	first 4
ra.è	(recent past question) 5
rambosá	to eat breakfast 5
re-	2nd pers. sing. pronoun prefix 3
ˇrembireko	wife 5
reunión	meeting 5
revista	magazine 5
ro-	1st pers. pl. (oré) pron. prefix 3
ˇrú (see ˚túva)	your father 5
ruso	Russian 3

S

sapatería	shoeshop 4
sapatú	shoe 5
sávado	Saturday 5
scriví	to write 4
(VERB)-sé	to want to 3
servilleta	napkin 5
silla	chair 5
˚so'ó	meat 3
studiá	to study 1
suegra	mother-in-law 5

T

ta	(future tense marker) will 4
tása	cup 5
˚tatá	fire 4
te-nte	just very 5
˚tembi-'ú	food 4
tenedor	fork 4
tẽra	or 2
˚tesá	eyes 5
tĩ	nose 5
˚tisa	chalk 5
tupaó	church 4
˚túva	father 5
tuvixá	big 5

U	U
-'ú (v. intr.)	to eat 3
universidad	university 4
upè ixa hĩna	yes; indeed 4
upéi	afterwards; next; then 4
V	**V**
va.erã	must; ought; should 3
vaí	bad; ugly 3
vaso	glass 5
-vé	mainly 3
vicicleta	bicycle 5
viernes	Friday 5
voí	early 5
voleto	ticket 5
voluntario	volunteer 4
vorrador	eraser 5
vosá	bag 5
braséro	brazier 4
vy'á	to be happy 1
X	**X**
xé	I; my 1
xé-ve	me 4
Y	**Y**
ý	water 5
ỳ-kuá	well; water hole 5
ykẽ re	on (by) the side 5

B. ENGLISH - GUARANI

A	A	
a little	mixi mĩ	3
afterwards; next, then	upéi	4
again	jevý	1
and	ha	2
animal (domestic)	mymbá	5
ask, to (pedir)	jeruré	5
ask, to (preguntar)	porandú	3
associated with; of	-pe guá	4
already; pres. perf. tense	ma	5
B	**B**	
bad; ugly	vaí	3
bag	vosá	5
ball	pelota	4
bank; bench	banco	4
barbershop	peluquería	4
baseball	béisbol	4
Bible	Biblia	5
bicycle	vicicleta	5
big	tuvixá	5
blackboard	pisarrón	5
book	livro	4
brasier	vraséro	4
bread	pan	5
but	pero	4
C	**C**	
cafe	cafetería	4
car	coche	5
cart	carro	5
casserole	cacerola	4
chair	silla	5
certainly; surely	añe-té	5
Chinese	chino	3
church	tupaó	4
to clap hands	jepopeté	5
class	clase	4
colander	colador	4
in that case	la upé ixa rõ	5

(command form plural)	pe- 1
(command form singular)	e- 2
(command softener)	mí 3
cotton	mandyjú 5
cup	tása 5

D	D
dance, to	jeroký 5
dawn; sunrise	ko'ẽ 5
day	ára 4
day and night	ára ha pyharé 4
(degree heightener)	ité / itereí 5
to do; to make	Japó 3
don't mention it; you're welcome	ndaˆi-pòri mba'é re pa 5
dormitory	dormitorio 4
to drive	manehá 5

E	E
ear	nambí 5
early	voí 5
eat, to	karú 4
eat, to (v. intr.)	-'ú 3
eat breakfast, to	rambosá 5
eat dinner, to	cená 5
English	inglés 3
eraser	vorrador 5
err, to; miss, to; make a mistake	javý 5
every; each	cada 5
exam	examen 5
expect (esperar)	ña.arõ 5
eyes	tesá 5

F	F
farm	kokué 3
fire	tatá 4
firewood	jepe'á 4
first	raẽ 4
first pers. pl.(ñandé) pron. prefix	ja- (ña-) 3
first pers.pl.(oré) pron. prefix	ro- 3
first pers. sing. pron. prefix	a- 3
fly	mberú 4
food	tembi-'ú 4
fool around, to	makaneá 5
foot	pý 5

football	fubol 4
fork	tenedor 4
four	irundý 2
Friday	viernes 5
from; of	guá 4

G

German	alemán 4
give, to	me'ẽ 5
glass	vaso 5
go, to	ho; ha 5
good; well	porã 3
grandmother	avuela 5
grow up, to	kakuaá 5
Guarani	guaraní 3

H

hand	nó 5
to have	gue-rekó 5
he; she	ha'é 1
head	akã 5
hearing	apysá 5
heavy	pohýi 5
help, to	Ipytyvõ 4
here	á-pe 4
here you are	na á-pe 5
him; her	(i)xu-pé 4
his beard	ñendyvá 5
his country	ñetã 5
his name	ñéra 4
horse	cavajú 5
hospital	hospital 4
hotel	hotel 4
house	˜óga 4
how (are you)?	mba'é ixaˆpa?
how much? - how many?	mboý? - mbovýˆpa?

I

I; my	xé 1
in; at; to	-pe (-me) 3
is called (its name)	ñéra 4
is said	o-je-'é 4
is thin	i-po'í 5
it means	he-'i-sé 5
it's possible; can; may	Ikatú 5

J	J
Japanese	japonés 4
jug	hárra 4
just	-nte 4
just fine	i-porã-nte 1
just very	te-nte 5
K	**K**
kill, to	juká 5
kitchen	cocinã 4
knife	kysé 4
know, to	Ikuaá 3
know how to, to	kuaá 5
L	**L**
last night	angè pyharé 4
lead	plomo 5
learn, to	aprendé 5
let's	ja- (ña-) 4
let's go; we go	ja-há 5
library	biblioteca 4
like, to	gustá 4
listen, to	hendú 1
live, to	Ikó 3
long	pukú 5
M	**M**
magazine	revista 5
many things	hèta mba'é 5
match	fósforo 4
mathematics	matemáticas 4
me	xé-ve 4
meat	so'ó 3
(meat) pie	pastel 5
meeting	reunión 5
Mexico	Méhico 4
milk	kambý 5
mouth	jurú 5
month	mes 5
morning	pyhare vé 5
mother-in-law	suegra 5
Mrs.; lady	kuña karaí
must; ought; should	va.erã 3

N	N
napkin	servilleta 5
need, to	Ikotevẽ 5
night	pyharé 4
no	nahãniri 1
nose	tĩ 5
not yet (question)	ne'ĩraˆpa? 5
not yet (statement)	ne'ĩra guèteri 5
notebook	cuaderno 5
now	ko'ãga 2

O	O
on (by) the side	ydẽ re 5
on top of	ári 5
one	peteĩ 2
one thing	peteĩ mba'é 5
or	têra 2
organization	organisación 4

P	P
pants	casõ 5
paper	kuatiá 5
pass, to	mbohasá 5
Peace Corps	Cuerpo de Paz 4
pencil	lápia 4
people, the	la gènte kuéra 5
pitcher	hárro 4
plant, to	ñotỹ 5
plate	plato 4
play, to	hugá 3
playground	cancha 4
(pluralizer)	kuéra 3
Polka	polka 5
pot	olla 4
(progressive)	hĩna 3
psychology	pisicología 4
put it, to; suppose, to	moĩ 5

Q	Q
(question marker)	pa 1
quiet, to be	kirirĩ 5

R	R
read, to	leé 3
(recent past question)	ra.è 5
(recent past statement)	kurî 5
red	pytã 5
(reflexive)	-je- (-ñe-) 5
rest, to	pytu'ú 5
ride a bicycle, to	Ikó (vicicleta-pe) 5
right?	ajé^pa 4
right around here	à-pe té-nte 4
Russian	ruso 3

S	S
salt	juký 5
Saturday	sávado 5
say, to	-'é 1
school	escuela 4
second pers. pl. pron. prefix	pe- 3
second pers. sing. pron. prefix	re- 3
see, to	ñexá 4
sheep	ovexá 5
shirt	camisá 5
shoe	sapatú 5
shoeshop	sapatería 4
show, to	ñexauká 5
sing, to	purahéi 5
sleep, to	ké 5
Spanish	karaî-ñe'ẽ 3
speak, to; talk, to	ñe'ẽ 1
spoon	cuchara 4
start, to	ñe-pyrũ 5
stay, to; be, to; remain, to	pytá 5
steel mill	fábrica de acero 4
study, to	studiá 1
sugar	asucá 5
Sunday	domingo 5
surely, certainly	añe-te 5

T	T
table	mesá 5
table cloth	mantel 4
teacher	mbò'e há; maestro 5
thank you	agradecé 5
thank you	gracias 4
that	há 4

that one	péva 4
that's fine	oĩ-porã 1
then	py 3
there (over yonder)	pé-pe 4
they	ha'è kuéra 3
thick, fat	kyrá 5
third pers. sing. & pl. pron. pref.	o- 3
this one	kóva 4
three	mbohapý 2
Thursday	jueves 5
ticket	voleto 5
to be	ĩ 5
today	ko'ára 2
toilet	excusado 4
tomorrow	ko'ẽro 5
tonight	ko pyharé 4
to; also	aveí 1
try, to	ñe-ha'ã 5
tub	palangana 5
Tuesday	martes 5
two	mokõi 2

U

understand, to	ntendé 4
university	universidad 4

V

volunteer	voluntario 4

W

wake up, to	páy 5
walk, to	guatá 5
want (something), to	Ipotá 4
want to (VERB)	(VERB)-sé 3
wash hands, to	jepohéi 5
water	ý 5
we; our (excl)	oré 1
we; our (incl)	ñandé 3
well; water hole	ỳ-kuá 5
what?	mba'éˆpa? 3
in what?	mba'é-peˆpa?
What does that mean?	Mba'éˆpa he-'i-sé upéva? 5
where?	moõˆpa?
whether; if	pa 4

white	morotĭ 5
who?; which one?	mãva^pa? 3
whom?	mãva-pe^pa? 4
wife	ṙembireko 5
will (future tense marker)	ta 4
work	mba.apó 4
would (uncertain future)	ne 4
write, to	scriví 4

Y	Y
yes	hẽe 3
yes indeed	upè ixa hĩna 4
yesterday	kuehé 5
you; your	ndé 1
you-all; your	peẽ 1
your father	ṙú 5
your name	nde-ṙéra 4

Supplements

New Vocabulary

FOOD

banana pakcvá
batata jetý
beans kumandá
cheese kesú
corn avatí
chipa xípa
chicken ryguasú
egg(s) ryguasu rupi'á
fish pirá
green melon merõ hový
mean ʻso'ó
boilend mean ʻso'õ mimõi
roasted meat ʻso'õ ka'ẽ
food ʻembi-'ú
edibles ja-'ú va
left-overs ʻembi-'ù ʻrembyre
mandioc mandi'ó
milk kambý
onion sevói
peanuts manduví
rice arró
salt juký
water ý
hot water ỳ-takú
yerba ka'á
bone kangué

FOOD PREPARATION

ashes tanimbú
candle tataindý
carbón tatapỹi
fire tatá
knife kysé
kindling (leña) jepe'á
oven tata-duá
sack (bolsa) vosá
smoke timbó
well ỳ-kuá
utensils tèmbi porú

bucket balde
garbage ytý
trash can ytý apý

HOUSE & SCHOOL ITEMS

broom typyxá
comb kỹ-guá
bed typá
chair silla
table mesá
paper kuatiá
scissors jetapá
door okẽ
window ovetã, ventana
room kotý
wall paré, tápia
floor piso
ceiling or roof téxo
urn (cántaro) kambuxí

ANIMALS

animal ʻtymbá
cow vacá
bird guyrá
cat mbarakajá
chicken ryguasú
alligator jakaré
dog jaguá
duck ypé
frog ju'í
coat kavará
horse cavajú
mount ʻtendá
mule mburiká
ox guéi
monkey ka'í
pig kuré

mouse anguaja'í
rat angujá
sheep ovexá
snake mbói
tiger jaguareté
fox aguará
rabbit tapití

CLOTHING

chothes aó
blouse vlúsa
shirt camisá
button votõ

BODY PARTS

arm jyvá
chest pyti'á
eye(s) ṫesá
toe pysá
finger kuã
face ṫová
foot pý
forehead syvá
head akã
teeth ṫãi
throat ahy'ó
esophagus ṫembi-'ú ṙapé (food-road)
nose tĩ
cheek ṫova ykẽ (face-side)
tongue kũ
lip(s) ṫembé
leg ṫetymá
knee ṫety py'á
heart py'á
neck ajúra
shoulder ati'ý
hand pó
fingernail pyapẽ
body ṫeté

PEOPLE

boy mitȧ
little boy mita'ĩ
girl mitȧ̃ kuñá
señorita kuñataĩ
señora kuña karaí
señor karaí
child (to mother) membý
girl child membỹ kuñá
boy child membỹ kuimba'é
son (to father) ṫa'ýra
daughter (to father) ṫajýra
man (varón) kuimba'é
mother sý
husband ména
wife ṫembirekó

INSECTS

cockroach taravé
flea tungusú
fly mberú
bee eiŕú
hive eirù ṙaitý
wasp káva
ant tahýi

AGRICULTURE

crop kóga
branch yvyrà ṙakã
root yvyrà ṙapó
tree yvyrá
flower yvotý
to blossom i-potý
leaf ṫogue
to leaf out ṅogué
rock itá
sand yvỹ ku'í
earth yvý
mud tujú
fruit yvá
to bear fruit hi'-á

CORE STAGE

Manipulation Phase

Cycle 1

model

Ai-kotevẽ ko livro.	I need this book.
Ai-kotevẽ pe livro.	I need that (ese) book.
Ai-kotevẽ amõ̀ livro.	I need that (aquel) book.

TO THE STUDENT: ko NOUN means 'this NOUN', pe NOUN means 'that (ese) NOUN', amõ̀ NOUN means 'that (aquel) NOUN'.

substitution with point and say

livro	Ai-kotevẽ pe livro.
cuaderno	Ai-kotevẽ pe cuaderno.
kuatiá (paper)	Ai-kotevẽ pe kuatiá.
mesá	Ai-kotevẽ pe mesá.
sílla	Ai-kotevẽ pe sílla.
tisa	Ai-kotevẽ pe tisa.
reló	Ai-kotevẽ ko reló.
estúfa (heater)	Ai-kotevẽ ko estúfa.
lús	Ai-kotevẽ ko lús.
lapiséra	Ai-kotevẽ ko lapiséra.
pisarrón.	Ai-kotevẽ ko pisarrón.
kuatiá (paper)	Ai-kotevẽ amõ̀ kuatiá.
estúfa (heater)	Ai-kotevẽ amõ̀ estúfa.
tisa	Ai-kotevẽ amõ̀ tisa.
pisarrón	Ai-kotevẽ amõ̀ pisarrón.
cuaderno	Ai-kotevẽ amõ̀ cuaderno.

patterned response

1.	Rei-kotevẽ^pa ko lápis ?	Nahãniri. Ai-kotevẽ pe lápis.
2.	_____ ko livro ?	_____. _____ pe livro.
3.	_____ ko camisá ?	_____. _____ pe camisá.

4. _____ ko sapatú ? _____. _____ pe sapatú.

5. _____ ko mesá ? _____. _____ pe mesá.

6. Rei-potá^pa pe reló ? Nahãniri. Ai-potá amõ̀ reló.

7. _____ pe lús ? _____. _____ amõ̀ lús.

8. _____ pe sílla ? _____. _____ amõ̀ sílla.

9. _____ pe estúfa ? _____. _____ amõ̀ estúfa.

10. _____ pe tisa ? _____. _____ amõ̀ tisa.

directed discourse (with double check)

1. E-porandú (t́éra)-pe oi-kotevẽ^pa pe lápis.
2. E-porandú (t́éra)-pe oi-kotevẽ^pa ko livro.
3. E-porandú (t́éra)-pe oi-kotevẽ^pa pe lápis tẽra^pa amõ̀ livro.
4. E-porandú (t́éra)-pe oi-kotevẽ^pa amõ̀ régla tẽra^pa ko kuatiá.
5. E-porandú (t́éra)-pe oi-kotevẽ^pa oi-potá ko mesá.
6. E-porandú (t́éra)-pe mba'é^pa oi-kotevẽ.
7. E-porandú (t́éra)-pe mãva^pa oi-potá pe tísa.
8. E-porandú (t́éra)-pe (t́éra)^pa oi-kotevẽ pe tínta.

Cycle 2

Manipulation Phase

model

Roi-kotevẽ umĩ livro.	We need those books.
Roi-kotevẽ ko'ã lápis.	We need these pencils.

TO THE STUDENT: umĩ is the plural form of pe; ko'ã is the plural form of ko. Note that kuéra is not used to pluralize a noun after umĩ or ko'ã.

conversion

model:	Xé ai-kotevẽ pe livro.	Xé ai-kotevẽ umĩ livro.
drill:	Xé ai-kotevẽ pe lápis.	Xé ai-kotevẽ umĩ lápis.
	Xé ai-kotevẽ pe cuaderno.	Xé ai-kotevẽ umĩ cuaderno.
	Oré roi-kotevẽ ko livro.	Oré roi-kotevẽ ko'ã livro.
	Oré roi-kotevẽ ko lápis.	Oré roi-kotevẽ ko'ã lápis.
	Oré roi-kotevẽ ko cuaderno.	Oré roi-kotevẽ ko'ã cuaderno.

Cycle 3

Manipulation Phase

model

Mba'é^pa rei-potá a-guerú ndé-ve?	What do you want me to bring you ?

substitution

ague-rú	Mba'é^pa rei-potá ague-rú ndé-ve ?
a-juguá (buy)	Mba'é^pa rei-potá a-joguá ndé-ve ?
ague-ruká (send)	Mba'é^pa rei-potá ague-ruká ndé-ve ?

dialog

A.	Mba'é^pa rei-potá ague-rú ndé-ve ?	What do you want me to bring you ?
B.	Egue-rú na xé-ve pe livro ha umĩ lápis.	Please bring me that book and those pencils.

Use Phase

appropriate response

1. Mba'é^pa rei-potá ague-rú ndé-ve ?
2. Mba'é^pa rei-potá rogue-rú ndé-ve ?
3. Mba'é^pa pei-potá rogue-rú peẽ-me ?
4. Mba'é^pa pei-potá ague-rú peẽ-me ?
5. Mba'é^pa Carlos oi-potá ague-ruká ĩxu-pé ?
6. Mba'é^pa rei-potá Carlos ogue-ruká ndé-ve ?
7. Mba'é^pa rei-potá a-joguá ndé-ve ?
8. Mba'é^pa rei-potá ro-joguá ndé-ve ?

directed discourse

1. E-porandú (t̃éra)-pe mba'é^pa oi-potá a-joguá ĩxu-pé, ko relóˆpa tẽra^pa pe collar ?
2. E-porandú (t̃éra)-pe mba'é^pa oi-potá ndé re-joguá ĩxu-pé.
3. E-porandú (t̃éra)-pe oi-potá^pa re-joguá ĩxu-pé pe coche.
4. E-porandú (t̃éra)-pe oi-kotevè^pa ko cavajú.
5. E-porandú (t̃éra)-pe oi-potá^pa ko cavajú tèra^pa pe coche.

Cycle 4

Manipulation Phase

model

Ai-potá ko livro kóva.	I want this book.
Ai-potá pe livro péva.	I want that book.
Ai-potá amõ̀ livro amõva.	I want that book (yonder).

TO THE STUDENT: The phrase pe (NOUN) péva means 'that (NOUN)'; ko (NOUN) kóva means 'this (NOUN)'. These phrases are frequently inverted péva pe (NOUN), kóva ko (NOUN).

patterned response (Answer negatively, change this or these to that or those and vice versa)

model: Rei-potá^pa pe livro péva? Nahãniri, ai-potá ko livro kóva.

drill: Rei-potá^pa pe lápis péva ? Nahãniri, ai-potá ko lápis kóva.

Rei-potá^pa pe kuatiá péva ?

Rei-kotevẽ^pa ko regla kóva ? Nahãniri, ai-kotevẽ pe regla péva.

Rei-kotevẽ^pa ko tísa kóva ?

Rei-kotevẽ^pa ko cuaderno kóva ?

Pei-potá^pa ko'ãva ko'ã livro ? Nahãniri, roi-potá umĩ̀ livro umĩva.

patterned response (choose either alternative)

1. Rei-potá^pa kóva ko lápis tẽra^pa amõva ?
2. Rei-potá^pa péva pe livro tẽra^pa kóva ?
3. Rei-potá^pa amõva amõ̀ kuatiá tẽra^pa kóva ?
4. Rei-potá^pa péva tẽra^pa pe ótro ?
5. Rei-potá^pa ko vorrador kóva tẽra^pa ko ótro ?

model

Péva lápis. or Péva peteĩ lápis.	That one (is) a pencil.

TO THE STUDENT: A modifier (such as amõ, pe, or ko) plus va may serve as a NOUN.

substitution

clip (paper clip)	Kóva peteĩ clip.
jú (needle)	Kóva peteĩ jú.
inimbó (thread)	Kóva peteĩ inimbó.
votõ (button)	Kóva peteĩ votõ.
jetapá (scissors)	Kóva peteĩ jetapá.

model

Mba'é^pa kóva ?	What is this ?

dialog

A. Mba'é^pa kóva ?	What's this ?
B. Péva^pa ? Péva lápis.	(What) that ? That's a pencil.

Use Phase

directed dialog

1. E-porandú (téra)-pe mba'é^pa kóva.
2. E-porandú (téra)-pe mba'é^pa péva.
3. E-porandú (téra)-pe mba'é^pa amõva.

Cycle 5

Manipulation Phase

model

Péva^pa ? Ha'é la xe-r̊ú.	(Who) him ? He's my father.

TO THE STUDENT: Péva (that one) and kóva are frequently used to translate he or she in place of ha'é.

substitution

xe-r̊ú	Ha'é la xe-r̊ú.
xe-sý (mother)	Ha'é la xe-sý.
xe-avuelo	Ha'é la xe-avuelo.
xe-tiá	Ha'é la xe-tiá.
xe-primo	Ha'é la xe-primo.
xe-sobrino	Ha'é la xe-sobrino.
xe-socio (partner)	Ha'é la xe-socio.

model

Mãva^pa pe karaí ?	Who is that man (señor) ?

substitution

karaí (gentleman)	Mãva^pa pe karaí ?
kuña (woman)	Mãva^pa pe kuña ?
kuñà-karaí (lady)	Mãva^pa pe kuñà-karaí ?
kuñataĩ (señorita)	Mãva^pa pe kuñataĩ ?
mitã (child)	Mãva^pa pe mitã ?
mità-karia'ý (young man)	Mãva^pa pe mità-karia'ý ?
mita'í (boy)	Mãva^pa pe mita'í ?
mita-kuña'í (girl)	Mãva^pa pe mita-kuña'í ?

dialog

A. Mãva^pa pe karaí ?
B. Péva^pa ? Ha'é la xe-r̊ú.

Use Phase

directed discourse

1. E-porandú (t̊éra)-pe mãva^pa amõva.
2. E-porandú (t̊éra)-pe Carlos^pa amõva.
3. E-porandú (t̊éra)-pe mãva^pa pe mitã.

interpreting

1. Ask (name) who that woman is.
2. Have (name) ask (name) who I am.
3. Have (name) ask (name) if that is LBJ.

Cycle 6

Manipulation Phase

model

Ha'é n̊éra Rafael Espinosa.	His name is Rafael Espinosa.

TO THE STUDENT: n̊éra is an RH factor word. Contrast the possessive forms of regular (non RH factor) nouns with RH factor nouns.

(livro)	ṫéra 'name'
xe-livro	xe-ṙéra
nde-livro	nde-ṙéra
ore-livro	ore-ṙéra
ñande-livro	ñande-ṙéra
pende-livro	pende-ṙéra
David-livro	pe-mitã-ṙéra
i-livro	ḣéra

RH factor nouns generally have three forms: an H-form when 'possessed' by the third person pronoun (ḣera); an R-form when 'possessed by any other pronoun (xe-ṙetã) or by a noun (David-ṙetã); an unpossessed or base form.

But for a very few exceptions (like óga 'house') the base form of RH factor nouns begins with ṫ.

Since not all nouns that begin with t, r, or h are RH factor nouns, we have RH factor nouns in the dictionary and for the first few times they occur in the units with the mark (˙) over the initial; ṫetã, xe-ṙetã, ḣetã. As the RH alternation of each word becomes more familiar, we will drop this mark.

model

Mba'é ixa^pa ḣéra pe karaí ?	What is that man's name ?

dialog

A. Mba'é ixa^pa ḣéra pe karaí ?

B. Ha'é ḣéra Rafael Espinosa.

Cycle 7

Manipulation Phase

model

Kóva xe-livro.	This (one) is my book.

TO THE STUDENT: Possession is formed by the possessor before the thing to be possessed.

model

Péva la xe-tiò-livro.	That's my uncle's book.

TO THE STUDENT: la is often used before possessives.

model

Kóva^pa la nde-livro.	Is this your book ?

dialog

A.	Kóva^pa nde-livro ?	Is this your book ?
B.	Nahãniri. Péva la xe-tiò-livro. Kóva la xe-livro.	No. That's my uncle's book. This is my book.

model

Umĩva la pende-livro kuéra.	Those are your books.

TO THE STUDENT: The possessive pronoun for 'you-all' (peẽ) is pende. Note that the plural of pe is umĩ.

model

Ko'ãva la ore-livro kuéra, ajé^pa ?	These are our books, right ?

TO THE STUDENT: ajé^pa is similar to the 'no?' or 'verdad?' of Spanish. Note that the plural of ko is ko'ã.

dialog

A. Ko'ãva ore-livro kuéra, ajé^pa ?

B. Upé ixa hĩna. Umĩva pende-livro kuéra.

Cycle 8

Manipulation Phase

model

Péva la i-livro.	That's his book.

TO THE STUDENT: Third person possessive (singular or plural) is formed by i before the noun to be possessed, if the noun begins with a consonant.

repetition

1. Kóva^pa nde-livro ?
2. Kóva^pa nde-lapis ?
3. Kóva^pa nde-camisá ?
4. Kóva^pa nde-sapatú ?
5. Kóva^pa nde-mesá ?

patterned response

1. Kóva^pa la nde-livro ?
2. Kóva^pa la nde-camisá ?
3. Kóva^pa la nde-lápis ?
4. Kóva^pa la nde-sapatú ?
5. Kóva^pa la nde-mesá ?

Nahãniri. Péva la xe-tiò-livro.
Nahãniri. Péva la xe-tiò-camisá.
Nahãniri. Péva la xe-tiò-lápis.
Nahãniri. Péva la xe-tiò-sapatú.
Nahãniri. Péva la xe-tiò-mesá.

point and say

Kóva xe-livro.
Kóva xe-lápis.
Kóva xe-mesá.
Kóva xe-camisá.
Kóva xe-sapatú.

repetition

1. Umĩva la pende-livro kuéra.
2. Umĩva la pende-lapis kuéra.
3. Umĩva la pende-camisà kuéra.
4. Umĩva la pende-sapatù kuéra.
5. Umĩva la pende-mesà kuéra.

Cycle 9

Manipulation Phase

model

Kóva xe-mba'é.	This is mine.

TO THE STUDENT: Xe-mba'é literally means 'my thing', but is used where 'mine' would be used in English. Similarly nde-mba'é means 'yours', ore-mba'é means 'ours' etc.

point and say

Kóva xe-mba'é

Kóva i-mba'é

____ nde-mba'é

____ pende-mba'é

____ ore-mba'é

____ ñande-mba'é

____ i-mbà'e kuéra

model

Mãva-mba'é^pa kóva ?	Whose is this ?

TO THE STUDENT: Mãva-mba'é (^pa) means 'whose'.

dialog

A. Mãva-mba'é^pa kóva ?	Whose is this ?
B. Péva i-livro.	That's his book.
A. Mãva-mba'é ?	Whose ?
B. I-mba'é. Kóva xe-mba'é.	His. This is mine.

model

Péva ij-ỳ-kuá.	That's his well.

TO THE STUDENT: In English when a word begins with a vowel, as in 'apple', the indefinite article 'a' must be followed by 'n': 'AN apple'. In Guarani when a word begins with a vowel, such as ỳ-kuá, the third person possessive form i must be followed by j: ij-ỳ-kuá.

model

Kóva iñ-amigo-ỳ-kuá.	That's his friend's well.

model

Kóva^pa la nde-amigo-ỳ-kuá ?	Is this your friend's well ?

dialog

A. Kóva^pa la nde-amigo-ỳ-kuá ?	Is this your friend's well ?
B. Nahãniri. Péva la ij-ỳ-kuá. Kóva iñ-amigo-ỳ-kuá.	Nahãniri. His well is that one. This is his friend's well.

repetition

Mãva mba'é^pa kóva ?

____ _____ ko'ãva ?

Mãva mba'é^pa umíva ?

____ _____ péva ?

patterned response

1. Mãva mba'é^pa kóva ? Péva xe-mba'é.
2. ____ _____ péva ? Kóva xe-mba'é.
3. ____ _____ umĩva ? Ko'ãva xe-mba'é.
4. ____ _____ ko'ãva ? Umĩva, xe-mba'é.

repetition

Kóva iñ-amigo-ỳ-kuá.

____ _____sapatú.

____ _____lápis.

____ _____livro.

____ _____mesá.

Kóva^pa la nde-amigo-ỳ-kuá ?

_____ __ _____camisá ?

_____ __ _____sapatú ?

_____ __ _____mesá ?

_____ __ _____livro ?

_____ __ _____lápis ?

patterned response

1. Kóva^pa la nde-amigo-ỳ-kuá ?

Nahãniri. Péva iñ-amigo-ỳ-kuá.

2. _____ __ _____camisá ?

_____. ____ _____camisá.

3. _____ __ _____sapatú ?

_____. ____ _____sapatú.

4. _____ __ _____mesá ?

_____. ____ _____mesá.

5. _____ __ _____livro ?

_____. ____ _____livro.

6. _____ __ _____lápis ?

_____. ____ _____lápis.

1. Ko'ãva la ore-livro kuéra, ajé^pa ?

11. Nahãniri. Umíva la pende-livro kuéra.

2. _____ __ ore-lãpis kuéra, ajé^pa ?

2. Nahãniri. Umíva la pende-làpis kuéra.

3. _____ __ ____camisà ____, _____ ?

3. _____. _____ __ _____camisà _____.

4. _____ __ ____sapatù ____, _____ ?

4. _____. _____ __ _____sapatù _____.

5. _____ __ ____mesà _____, _____ ?

5. _____. _____ __ _____mesà _____.

repetition

Péva la i-livro.
____ __ i-camisá.
____ __ i-lápis.
____ __ i-sapatú.
____ __ i-mesá.

Cycle 10

Manipulation Phase

model

Oj-apo-pá ta o-studiã̄ mboyvé guaranĩ.	He'll finish it before he studies Guarani.

substitution

O-studiá guaranĩ	Oj-apo-pá ta o-studiã̄ mboyvé guaranĩ.
O-scriví la carta	Oj-apo-pá ta o-scriví mboyvé la carta.
O-jepohéi	Oj-apo-pá ta o-jepohẽ̄i mboyvé.

model

Oj-apo-pá kurĩ o-ũ̄ mboyvé ko'á-pe.	He finished it before he came here.

substitution

O-ù ko'á-pe	Oj-apo-pá kurĩ o-ũ̄ mboyvé ko'á-pe.
O-sẽ̄ ko'águi	Oj-apo-pá kurĩ o-sẽ̄ mboyvé ko'águi.
O-manó	Oj-apo-pá kurĩ o-manȭ mboyvé.

patterned response

1. Carlos^pa oj-apo-pá ra.è o-ũ̄ mboyvé ko'á-pe ?
   Hẽe, oj-apo-pá kurĩ o-ũ̄ mboyvé ko'á-pe.
2. David^pa oj-apo-pá ra.è o-sẽ̄ mboyvé amȭ gui ?
3. José^pa oj-apo-pá ra.è o-guahẽ̄ mboyvé Paraguái-pe ?
4. Ndé^pa rej-apo-pá ra.è re-karũ̄ mboyvé ?

5. Ndé^pa rej-apo-pá ta re-karũ mboyvé ?

6. Ndé^pa rej-apo-pá ta re-studiã mboyvé ?

- - - - - - - - - - - - - - - - -

Use Phase

appropriate response

1. Mba'é^pa rej-apò va.erã re-karũ mboyvé ?

2. Mba'é^pa rej-apò va.erã re-hõ mboyvé Paraguái-pe ?

3. Mba'é^pa re-aprendẽ va.erã re-joguã mboyvé peteĩ carro ?

4. Mba'é^pa er-e-sé xé-ve re-sẽ mboyvé ko'agui ?

5. Mba'é^pa re-jògua-sé re-hõ mboyvé nde-ŕoga-pe ?

6. Mba'é^pa rej-àpo-sé re-manõ mboyvé ?

7. Xé a-jahú ma kurĩ aj-ũ mboyvé ko'á-pe. Ha ndé ?

8. Xé a-rambosá ma kurĩ aj-ũ mboyvé clase-pe. Ha ndé ?

9. Xé a-kàru-sé a-hã mboyvé óga-pe. Ha ndé ?

10. Re-kàru-sé^pa re-studiã mboyvé guaranĩ ko pyharé ?

11. Ja-cená ta^pa ndé re-sẽ mboyvé ?

12. Mãva^pa o-ho-sé Paraguái-pe o-manõ mboyvé ?

Cycle 11

Manipulation Phase

model

O-studiá ta o-karú riré.	He'll study after he eats.

substitution

O-karú	O-studiá ta o-karú riré.
O-ké	_____ __ o-ké ____.
O-ñenõ (go to bed)	_____ __ o-ñenõ ____.
O-páy (wake up)	_____ __ o-páy ____.
O-pu'ã (get up)	_____ __ o-pu'ã ____.
O-ù jevý (return)	_____ __ o-ù jevý ____.

patterned response

a.

1. Maria^pa o-studiá ta o-karú riré ?
   Hẽe, o-studiá ta o-karú riré.
2. Josefina^pa o-studiá ta guaraní o-cená riré ?
3. Miguel^pa o-studiá ta inglés o-ú riré á-pe ?
4. Ha'é^pa o-studiá ta karaì-ñe'ẽ o-guahẽ riré Paraguái-pe ?
5. Ndé^pa re-studiá ta guaraní re-guahẽ riré amõ ?
6. Ndé^pa re-studiá ta karaì-ñe'ẽ rej-ù jevý riré Estados Unidos-pe ?

b.

1. Carlos^pa o-studiá ra.è o-karú riré ?
   Hẽe, o-studiá kurì o-karú riré.
2. Roberto^pa o-studiá ra.è guaraní o-cená riré ?
3. David^pa o-studiá ra.è inglés o-ú riré á-pe ?
4. Ndé^pa re-studiá ra.è karaì-ñe'ẽ re-guahẽ riré Paraguái-pe ?
5. Ndé^pa re-studiá ra.è guaraní rej-ù jevý riré Estados Unidos-pe ?

Use Phase

appropriate response

1. Mba'éˆpa rej-apó ta re-guahẽ riré Paraguái-pe ?
2. Mba'éˆpa rej-apó ta rej-ù jevý riré Estados Unidos-pe ?
3. Mba'éˆpa rej-apó ta re-karũ riré ?
4. Mba'éˆpa rej-apó ra.è re-ramboś riré ?
5. Mba'éˆpa re-leé ta re-ñenõ riré ko pyharé ?
6. Mba'éˆpa re-lèe-sé re-páy riré ko'ẽro ?
7. Xé a-jahu-sé a-hugá pelota riré. Ha ndé ?
8. Ha'é o-pytù'u-sé o-mba.apõ riré. Ha ndé ?
9. Mba'éˆpa rej-àpo-sé re-ramboś riré ?
10. Ja-karú ta ña-mba.apõ riré, ajéˆpa ?

Cycle 12

Manipulation Phase

model

O-ñe'ẽ guaranĩ-me o-karũ ajá.	He speaks Guarani as he eats.

TO THE STUDENT: The words mboyvé, riré, and ajá are also used as post-positions after nouns or nominals. For example:

cláse mboyvé	before class
cláse riré	after class
cláse ajá	during class
xe-mboyvé	ahead of me
xe-riré	after me

substitution

O-karú	O-ñe'ẽ guaranî o-karú ajá.
O-mba.apó	_____ _____ o-mba.apó ___.
O-ké	_____ _____ o-ké ___.

patterned response

1. O-ñe'ẽ^pa guaranî o-karú ajá.
   Hẽe, o-ñe'ẽ guaranî o-karú ajá.
2. O-ñe'ẽ^pa guaranî o-hugá ajá pelota ?
3. O-ñe'ẽ^pa guaranî o-studiá ajá karaî-ñe'ẽ ?
4. O-ñe'ẽ ta^pa guaranî o-karú ajá ?
5. O-ñe'ẽ ta^pa guaranî o-ké ajá ?
6. O-ñe'ẽ^pa ra.è guaranî o-ké ajá ?
7. O-studiá^pa ra.è guaranî o-mba.apó ajá.

- - - - - - - - - - - - - -

Use Phase

appropriate response

1. Mba'é^pa re-ñe'ẽ re-karú ajá ?
2. Mba'é^pa re-ñe'ẽ re-mba.apó ajá ?
3. Mba'é^pa rej-apó re-jepohêi ajá ?
4. Mãva^pa o-ñe'ẽ guaranî o-ké ajá ?

appropriate response

1. Mba'é^pa rej-apó clase mboyvé ?

2. Mba'é^pa rej-apó ra.è clase mboyvé kuehé ?

3. Mba'é^pa rej-apó clase riré ?

4. Mba'é^pa rej-apo-sé clase riré ko'ẽro ?

5. Ndé^pa re-ñe'ẽ inglés clase ajá ?

Cycle 13

patterns for study

a.	ja-há !	let's go !
	ja-ha-pá !	let's all go !
b.	ta-pe-hó !	go !
	ta-pe-ho-pá !	all of you go !
c.	o-hó kurì	he went
	o-ho-pá kurì hikuái	they all went
d.	o-karú ta	he will eat
	o-kàru-pá ta hikuái	they will all eat

TO THE STUDENT:
The verbs in the above expressions are intransitive; they do not take an object. The suffix -pá in these intransitive verb expressions means 'all'.

Hikuái is a plural marker used with verbs and implies a plural subject.

patterns for study

a.	a-hèxa-pá ma	I've seen everything
b.	a-hèndu-pá la er-é va	I hear everything you say (I hear completely what you say)

(c). pe'u-pá na la tembi-'ú.	Please eat all the food. (Eat it completely.)
(d). pej-apo-pá na la pende-rembi-apó.	Please do your work completely. (Please finish your work.)

TO THE STUDENT: The verbs in the above expressions are transitive; they take or imply an object. The suffix -pá in these transitive verb expressions implies totality ('all', 'everything') or completeness, exhaustiveness. Notice that aj-apo-pá (do all or complete doing) is usually translatable by 'finish'.

Do not confuse the suffix of totality -pá with the question marker enclitic pa. Both can occur together:

Rej-apo-pá^pa ra.è?	Did you finish it?
Rej-apo-pá ta^pa?	Will you finish it?

Observe the order of elements and the shifting of stress.

Rej-apo-pá ta^pa?	Will you finish it?
Rej-apo-pa-sé^pa?	Do you want to finish it?
Rej-apo-pa-sé ta^pa.	Will you want to finish it?
Rej-apo-pa-sé ta ma^pa?	Will you want to finish it now?
Rej-apo-pa-se mĩ ta ma^pa?	Would you like to finish it now?

Manipulation Phase

translation	
o-hó hikuáikuéra)	they went
o-ho-pá hikuái	they all went
o-hó ta hikuáikuéra)	they will go
o-ho-pá ta hikuái	they will all go
o-hó ma hikuáikuéra)	they went already
o-ho-pá ma hikuái	they all went already
o-hó ta ma hikuáikuéra)	they will go now
o-ho-pá ta ma hikuái	they will all go now
o-ho-sé hikuáikuéra)	they want to go
o-ho-pa-sé hikuái	they all want to go
o-ho-sé ta ma hikuái	they will want to go now
o-ho-pa-sé ta ma hikuái	they will all want to go now.
o-ho-pa-sé ta ma^pa hikuái	will they all want to go now?
o-hó kurî hikuái	they went (not long ago)

o-ho-pá kurî hikuái	they all went (not long ago)
o-ho-pá ma kurî hikuái	they all went already
o-ho-pa-sé ma kurî hikuái	they all wanted to go already
o-ho-pa-sé maˆpa ra.è hikuái ?	did they all want to go already ?

conversion (change to a question)

o-ho-pà hikuái	o-ho-pã hikuáiˆpa ?
o-ho-pá ta hikuái	o-ho-pá ta hikuáiˆpa ?
o-ho-pá ma hikuái	o-ho-pá ma hikuáiˆpa ?
o-ho-pá ta ma hikuái	o-ho-pá ta ma hikuáiˆpa ?
o-ho-pa-sẽ hikuái	o-ho-pa-sè hikuáiˆpa ?
o-ho-pa-sé ta hikuái	o-ho-pa-sé ta hikuáiˆpa ?
o-ho-pa-sé ta ma hikuái	o-ho-pa-sé ta ma hikuáiˆpa ?

patterned response

1. O-ho-pá maˆpa nde-amigo kuéra ? Hẽe, o-ho-pá ma.
2. O-u-pá maˆpa nde-hermano kuéra ?
3. O-karu-pá maˆpa hikuái ?
4. O-karu-pá ta maˆpa hikuái ?
5. Peẽˆpa pe-karu-pá ta ma ?
6. Ja-karù-pa-sé maˆpa ?
7. Pe-pytu'u-pá maˆpa ?
8. Ja-pytu'ù-pa-sé maˆpa ?
9. Ja-hà-pa-sé ta maˆpa ?
10. Pe-ho-pá ta maˆpa ?

appropriate response

1. Peẽˆpa pe-ho-pá ta Paraguái-pe.
2. O-ho-pá taˆpa hikuái amõ aveí ?

Cycle 14

patterns for study

mboyvé	'before (antes que, antes de)'
riré	'after' (despues que, despues de)'
ajá	'while; as; (mientras, todo el tiempo que)'

Ja-jeroky̌ va.erã ja-karu̍ mboyvé.	We must dance before we eat.
Ja-purahéi ta ja-karú riré.	We will sing after we eat.
A-studiá kurĩ hĩna guaraní a-karú ajá.	I was studying Guarani as I ate.

TO THE STUDENT: In English the adverbial conjunctions before, after, while , and others occur at the beginning of a clause:

before we eat

after I die

while you study

ja-karu̍ mboyvé

a-manõ riré

re-studi̍a ajá

Cycle 15

Manipulation Phase

model

A-stùdia vẽ va.erã.	I have to study more.

TO THE STUDENT: vé means 'more'. Note that it is used virtually whenever 'more' could be used in English.

Vaí	ugly
Vài vé	more ugly (uglier)
A-stùdia-sé	I want to study.
A-stùdia-se vé	I want to study more.
A-ñè'e-sé guaranî	I want to speak Guarani.
A-ñe'è-se vé guaranî	I want to speak more Guarani.
Ai-pòta vé café.	I want more coffee.

substitution

studiá	A-stùdia vè va.erâ.
ñe'ẽ	A-ñè'e vẽ va.era.
ñe'è porã	A-ñe'ẽ põra vè va.erã.
aj-apó pastel	Aj-àpo vè va.erã pastel.
a-hendú radio	A-hèndu vè va.erã radio.

translation

1. A-stùdia vè va.erã guaranî.	I should study Guarani more.
2. A-ñè'e vè va.erâ.	I should speak more.
3. A-hèndu vè va.erã radio.	I should listen to the radio more.
4. Aj-àpo vè va.erã pastel.	I should make more meat pies.
5. Hà-'e vè va.erã.	I should say more.
6. A-mbà.apo vè va.erã.	I should work more.
7. A-ke vè va.erâ.	I should sleep more.

model

A-stùdia vé rõ, ikatú ta a-ñe'ẽ põra vé.	If I study more, I'll be able to speak better.

TO THE STUDENT: rõ, a short alternate of ramo, is a postfix which translates to the conditional 'if'.

A-ñe'è-kuaá sé rõ, a-stùdia vè va.erã.	If I want to know how to speak I must study more.
A-stùdia vé rõ, a-prènde vé ta.	If I study more, I'll learn more.
A-prènde vé rõ, a-gàna vé ta.	If I learn, I'll earn more.

substitution

studiá	A-stùdia vé rõ, ikatú ta a-ñẽ'ẽ põra vé.
leé	A-lèe vé rõ, ikatú ta a-lèé põra vé.
scriví	A-scrìvi vé rõ, ikatú ta a-scrìvi põra vé.
ñe'ẽ	A-ñẽ'e vé rõ, ikatú ta a-ñẽ'ẽ põra vé.

repetition

Re-ñe'ẽ guaranî.

Re-ñe'ẽ porã guaranî.

Re-ñe'ẽ põra-sé guaranî.

Re-ñe'ẽ porã̀-se vé guaranî.

Re-ñe'ẽ porã̀-se vé ramo guaranî

Re-ñe'ẽ-kuaà porã̀-se vé ramo guaranî.

Mba'éˆpa rej-apò va.erã?

Mba'éˆpa rej-apò va.erã re-ñe'ẽ-kuaà porã̀-se vé ramo guaranî?

Mba'éˆpa rej-apó va.erã re-ñe'ẽ-kuaà porã̀-se vé ramo karaì-ñe'ẽ?

Mba'éˆpa rej-apò va.erã re-scrivi-kuaà porã̀-se vé ramo guaranî?

dialog

A. A-ñe'ẽ-kuaã porã̀-se vé ramo, kó pende-ñe'ẽ a-stùdia vẽ va.erã?

B. Hẽe, re-stùdia vé rõ, ikatú ta re-ñe'ẽ põra vé.

conversion (repeat, then change to an *if* clause)

A-ñe'ẽ-kuaà-se vé kó pende-ñe'ẽ.	A-ñe'ẽ-kuaà-se vé ramo ko pende-ñe'ẽ.

A-leè-kuàà-se vé karaî-ñe'ẽ.

A-scrivî-kuaà porã̀-se vé ko xe-ñe'ẽ.

(change ramo to rõ̀)

A-ñe'è-kuaã̀-se vé ramo pende-ñe'ẽ, a-stùdia vè va.erã.

A-scrivî-kuaà-se vé ramo ko pende-ñe'ẽ, a-stùdia vè va.erã.

A-leè-kuaà-se vé ramo ko pende-ñe'ẽ, a-stùdia vẽ̀ va.erã.

A-ñe'ẽ-kuaà-se vé rõ̀ ko pende-ñe'ẽ, a-stùdia vè va.erã.

(remove -kuaã̀)

A-ñe'è-kuaà-se vé rõ̀ ko pende-ñe'ẽ a-stùdia vè va.erã.

A-scrivî-kuaà-se vé rõ̀ ko pende-ñe'ẽ, a-stùdia vè va.erã.

A-leè-kuaà-se vé rõ̀ ko pende-ñe'ẽ, a-stùdia vè va.erã.

A-ñe'ẽ-se vé rõ̀ ko pende-ñe'ẽ, a-stùdia vè va.erã.

(remove vé)

A-ñe'ẽ-kuaà-se vé rõ̀ ko pende-ñe ẽ, a-stùdia vé va.erã.

A-scrivî-kuaà-se vé rõ̀ ko pende-ñe'ẽ, a-stùdia vè va.erã.

A-leè-kuaà-se vé rõ̀ ko pende-ñe'ẽ, a-stùdia vè va.erã.

A-ñe'ẽ-kuaà-sé rõ̀ ko pende-ñe'ẽ, a-studia vé va.erã.

translation

1. What should you do if you want to know how to speak Guarani better?
2. What should you do if you want to speak Spanish better?
3. What should I do if I want to speak English?
4. What should we do if we want to know how to read Guarani better?

expansion

1.	A-ñe'ẽ guaranĩ-me.	A-ñe'ẽ guaranĩ-me.
	kuaá ...	A-ñe'ẽ-kuaá guaranĩ-me.
	sé ...	A-ñe'ẽ-kuaà-sé guaranĩ-me.
	porã ...	A-ñe'ẽ-kuaà-porã̀-sé guaranĩ-me.
	vé ...	A-ñe'ẽ-kuaà-porã̀-se vé guaranĩ-me.
	ta ...	A-ñe'ẽ-kuaà-porã̀-se vé ta guaranĩ-me.
2.	A-mba.apó.	A-mba.apó.
	sé ...	A-mba.àpo-sé.
	porã ...	A-mba.apò-porã̀-sé.
	vé ...	A-mba.apò-porã̀-se vé.
	kuaá ...	A-mba.apò-kuaà-porã̀-se vé.
3.	O-nugá fubol.	(ta, porã, vé, kuaá)
4.	Ro-purahéi.	(ma, porã, kuaá, sé)

translation

1. I speak Guarani.
   I know how to speak Guarani.
   I want to speak Guarani.
   I want to know how to speak Guarani.
   I speak Guarani well.
   I know how to speak Guarani well.
   I want to know how to speak Guarani well.
   I want to speak more Guarani.
   I want to know how to speak more Guarani.
   I want to know how to speak Guarani better.
   I will speak Guarani.
   I will know how to speak Guarani.
   I will know how to speak Guarani well.
   I will know how to speak Guarani better.

2. I work.
   etc.

3. He plays football.
   etc.

4. We sing.
   etc.

Use Phase

directed dialog

1. E-porandú (t̀éra)-pe o-stùdia-se vé^pa guaranî.

2. E-porandú (t̀éra)-pe mba'é re^pa o-stùdia-se vé guaranî.

3. E-porandú(t̀éra)-pe mba'é^pa oj-apò va.erã o-ñe'ẽ-kuaà põ̀ra-se vé rò guaranî.

4. E-porandú (t̀éra)-pe mba'é^pa ndé rej-apò va.erã re-ñe'è-kuaà-se vé rò̀ guaranî.

interpreting

1. Ask (name) what we (incl) must do if we want to be able to speak Spanish better.

2. Have (name) ask (names) what they must do if they want to be able to speak English better.

appropriate response

1. Mba'é re^pa re-studiá hîna ára ha pyharé?

2. Mba'é^pa oi-kó ta nde^re-stùdia vé^i ramo?

Cycle 16

Manipulation Phase

paradigm

xé ague-rekó	oré rogue-rekó
	ñandé jague-rekó
ndé regue-rekó	peẽ pegue-redó
ha'é ogue-rekó	

TO THE STUDENT: Three verb conjugation classes have been recognized: I-verbs, J-verbs and 'regular' verbs. With -guerekó we have a fourth conjugation class which we will dub gue-verbs. Gue-verbs are like I-verbs and J-verbs (but with gue instead of 'i' or 'j') except that gue may optionally be left out. That is, ague-rekó is sometimes heard as a-rekó, regue-rekó as re-rekó, etc.

model

Dos guaraní-nte ague-rekó.	I have just two Guaranies.

TO THE STUDENT: Note that the Spanish numerals are generally used for counting items like money, distances, weights, etc. Also for counting time periods from seconds to centuries.

model

Mbový guaraní^pa regue-rekó?	How many Guaranies do you have?

dialog

A.	Mbový año^pa regue-rekó?
B.	Veintidos años ague-rekó.

model

A-malisiá Ña Gladys oguè-reko há.	I suppose the Doña Gladys has.

dialog

A. Mãva^pa ogue-rekó cinco centavos?

B. A-malisiá Ña Gladys oguè-reko há.

A. Ña Gladys, regue-rekó^pa cinco centavos?

B. Ague-rekó.

paradigm

my hand (s)	xe-pó
in my hand (s)	xe-pó-pe
in our hand (s)	ore-pó-pe
in your hand (s)	nde-pó-pe
in your hand (s)	pende-pó-pe
in his/her/their/ hand (s)	i-pó-pe

model

Ogue-rekó irundý lapis i-pó-pe.	He has four pencils in his hand (s).

model

Mbový lapis^pa ogue-rekó i-pó-pe?	How many pencils does he have in his hand?

Dialog

A. Mbový lápis^pa ogue-rekó i-pó-pe?
B. Ogue-rekó irundý lápis i-pó-pe.

Use Phase

appropriate response

1. Mbobý livro^pa ague-rekó xe-pó-pe?
2. Mbový año^pa ogue-rekó la nde-rú?
3. Mbový centavo^pa regue-rekó nde vosá?
4. Mãva^pa ogue-rekó peteĩ kysé?
5. Mba'é^pa Carlos ogue-rekó i-pó-pe?

Cycle 17

Manipulation Phase

model

A-hexá peteĩ mba'é.	I see something.
A-hexá hetá mba'é.	I see many things.

TO THE STUDENT: mba'é as a noun means 'thing'.

model

Mba'é^pa re-hexá ko silla ári?	What (thing) do you see on this chair?
Mba'è-mba'é^pa re-hexá ko silla ári?	What (things) do you see on this chair?

TO THE STUDENT: Note the contrast in meaning between mba'é 'what (thing)?' and mba'è-mba'é 'what (things)?'

dialog

A. Mba'é^pa re-hexá ko silla ári?

B. A-hexá peteĩ mba'é.

A. Ha mba'è-mba'é^pa re-hexá ko mesá ári?

B. A-hexá hetá mba'é.

model

A-hexá peteĩ metã-me héra va Carlos.	I see a boy named Carlos.
Ai-kuaá opava-vé-pe.	I know everyone.

TO THE STUDENT: héra va means 'named' or 'whose name is'.

model

Mãva-pe^pa rei-kuaá Paraguái-pe?	What person do you know in Paraguay ?
Mà̀va-mãva-pe^pa rei-kuaá Paraguái-pe ?	What persons do you know in Paraguay ?

TO THE STUDENT: Note the contrast in meaning between mãva-pe^pa 'who (what person)' and mà̀va-mãva-pe^pa 'who (what persons)?' or 'who-all'.

dialog

A. Mãva-pe^pa rei-kuaá Paraguái-pe ?

B. Ai-kuaá peteĩ mitã ḣéra va Carlos-pe.

A. Mà̀va-mãva-pe^pa rei-kuaá ko clase-pe ?

B. Ai-kuaá opava-ve-pe.

Use Phase

appropriate response

1. Mba'é^pa re-hexá ko mesa ári ?
2. Mba'é^pa re-hexá ra.è kuehé ko mesa ári ?
3. Mba'è mba'é^pa re-hexá xe-pó-pe ?
4. Mãva-pe^pa re-hexá amõ ?
5. Mà̀va-mãva-pe^pa rei-kuaá nde-universidad-pe ?
6. Rei-kuaá^pa peteĩ mitã ḣéra va David-pe ?

Cycle 18

Manipulation Phase

model

O-je-juká kurî peteî revolver-pe.	He was killed with a revolver.

TO THE STUDENT: 'with' in the sense of 'be means of' is rendered by the suffix -pe.

model

Mba'é-peˆpa o-je-juká ra.è?	How was he killed?

TO THE STUDENT: mba'é-peˆpa 'how?' = 'by means of what?'

dialog

A. Mba'é-peˆpa o-je-juká ra.è?

B. O-je-juká kurî peteî revolver-pe.

Use Phase

listening for comprehension

Kuehé, mokõi comunista o-juká revolver-pe peteî general guèrra-há-pe.
Ha o-je-'é aveî umi comunista he-'i-há o-juka ta-há kyse-pe mokõi general-vé.
Ko semana-pe o-je-juká ña mbohapy general guèrra-há-pe.

appropriate response

1. Mãvaˆpa o-je-juká ra.e kuehé?
2. Mba'é-peˆpa o-je-juká ra.è?
3. Mba'éˆpa o-je-'é umi comunista he-'i-há?

4. Mba'é^pa umi comunista o-juka-sé mokõi general?
5. Mboy general ma^pa o-je-juká ra.è peteĩ general?
6. Moõ^pa o-je-juká ra.è peteĩ general?

Cycle 19

patterns for study

1. ári 'on; on top of'
2. guý-pe 'under'
3. rupi 'by; through (=por)'
4. ṙendá 'to the presence or place of; up to someone'
5. goto 'toward; in the direction of (hacia)'

1.	Oi-mẽ ne mèsa ári. hi-ári	It may be on the table On top of it
2.	Oi-mẽ sìlla-guý-pe.	It may be under the chair.
3.	O-ú ne Paraguaý rupi. O-viajá ta yvý rupi.	He may come through Asuncion. He'll travel by land.
4.	O-ho ñande-Jara-ṙendá-pe. Ej-u xe-ṙendá-pe. Ja-há Carlos-ṙendá-pe.	He went to God's presence. Come to where I am, or to my house. Let's go to Carlos' house.
5.	O-pytá á-goto. Ja-guatá hĩna nde-ṙóga-goto.	It is over here. (Queda hacia aquí.) We're walking toward your house.

Manipulation Phase

model

Oi-mẽ mèsa-ári vaño-pe.	It's on the table in the bathroom.
Oi-mẽ sìlla-guý-pe xe-kotý-pe.	It's under the chair in my room.

Hĕe, oi-mĕ mèsa-ári.

Which way will you go?
(Por dónde irás?)

I'll go this way.
(Iré por aquí.)

Let's go through those woods.

Ha'é _____.

_____Luque rupi _____.

appropriate response

1. Moõ rupi^pa re-hó ta ndé ?

2. Rej-ú^pa ra.è California rupi tëra^pa Nueva York rupi ?

3. Re-ho-sé^pa Méhico-pe avión-pe tëra^pa yvy rupi ?

4. Re-ho-sé^pa Buenos Aires-pe yvy rupi tëra^pa río rupi ?

patterns for study

A.	Moõ-goto^pa o-pytá Encarnación ?	In what direction is Encarnacion ?
B.	O-pytá amõ-goto.	It's in that direction.
A.	Moõ-goto^pa ja-há ta, á-goto^pa tëra pé-goto ?	Which way shall we go, this way or that ?
B.	Ja-há ta amõ-goto.	Let's go that way over there.
A.	Moõ-goto^pa o-së kuarahý ?	In what direction does the sun rise?
B.	Kuarahý o-së pé-goto ha oi-ké amõ-goto.	The sun rises in that direction and sets in that direction over there.
A.	Moõ-goto^pa rei-potá a-maña ?	What direction do you want me to look ?
B.	Carlos-róga-goto.	Toward Carlos' house.
A.	Moõ^pa re-hó hína ?	Where are you going ?
B.	A-há hína Carlos rendá-pe.	I'm going to Carlos' place.
A.	Mãva rendá-pe^pa ja-hã va.erã ?	Whose place should we go to ?
B.	Ja-hã va.erã hendá-pe.	We should go to his place.

Cycle 20

patterns for study

A.	Mãva^pa he-'ĩ ra.è ndé-ve ?	Who told you ?
B.	Ha ndé ningo er-é kurĩ xé-ve.	But surely it was you who told me.
A.	Mba'é re^pa re'-apó ra.è pé-ixa ?	Why did you do it like that ?
B.	Xé ningo nd^aj-apó^i mba'é-ve.	Why I didn't do anything.
A.	Mba'é re^pa rej-ú ?	Why did you come ?
B.	Ha Carlos ningo he-'ĩ kurĩ xé-ve aj-ũ va.erã ha.	But Carlos told me I was to come.
A.	Mba'é^pa he-'i-sé 'ship' ?	What does 'ship' mean ?
B.	Nd^si-kuaá^i xe ningo nd^a-ñe'ẽ^i inglés.	I don't know. You see, I don't speak English.
A.	Carlos, ha'e kuéra he-'ĩ nde-vaí-ha.	Carlos, they say you are ugly.
B.	Ha'e kuéra ningo ia i-vaí^va.	As a matter of fact they are the ugly ones.
A.	Carlos, nde-japũ jevý ma^pa nĩna ?	Carlos, have you been fibbing again?
B.	Xé ningo [illegible] -japũ va, nda^xé^i!	But it's you that's fibbing, not me!

TO THE STUDENT

Ningo is used in the above responses to signal attention to a fact which should be known and kept in mind. The English equivalent would be a nudge or protesting gesture or intonation with or without the accompaniment of such words as 'surely', 'of course', 'you must remember', 'you see', 'as a matter of fact', etc. Frequently the best fitting translation for ningo may be 'but' or 'why' (not the interrogative why? but the exclamation why, ...)

Cycle 21

patterns for study

A.	Ndé re-ñe'ẽ porã guaraní-me.	You speak Guarani well.
B.	Xé a-ñe'ẽ mixi mĩ-ete; xe-rembirekó ketu o-ñe'ẽ porã.	I speak only a little; my wife, however, speaks it well.

TO THE STUDENT:
Contrast katu with ningo. Katu signals the same relationship between one clause and its sequel as is marked in English by such relators as 'but', 'however', 'on the other hand'.

Cycle 22

patterns for study

A.	A-pagá ma kóva-re.	I already paid for this.
B.	A-porandú ta i-sý-re.	I'll ask about his mother.
C.	A-jeruré ta María-re.	I'll ask for Maria.(pediré por Maria)
D.	Mba'é re^pa ?	For what ? Why ?

TO THE STUDENT:
-re is used in many ways. The above examples, where they can be translated by 'about (de or acerca de)', 'for (por)', are typical of some of the uses of re.

Cycle 23

contrast

A-jeruré María-pe peteĩ livro.	I ask Maria for a book. I request of Maria a book. Pido a María un libro.
A-jeruré ta María-re.	I'll ask for Maria. Pediré por María.

TO THE STUDENT:
-jeruré 'request', 'ask for' does not take re after its object unless the object is a person. In this case (-jeruré [person]-re) the re is equivalent to the por in pláo por María.

NOTE:
Aj-apó ta José-re, means 'I'll do it for José', 'for' in the sense of 'in place of', 'instead of', not in the sense of 'for the benefit of'. Compare the Spanish equivalent 'lo haré por José.'

substitution

i-kysé	e-jeruré xu-pé i-kysé
i-livro	e-jeruré xu-pé i-livro
María	e-jeruré xu-pé María-re
José	e-jeruré xu-pé José-re
peteĩ lápis	e-jeruré xu-pé peteĩ lápis
peteĩ kuatiá	e-jeruré xu-pé peteĩ kuatiá
Juan	e-jeruré xu-pé Juan-re
karaĩ Lopez	e-jeruré xu-pé karaĩ Lopez-re

translation

1. I'll pay for this.	A-pagá ta kóva-re.
2. Will you pay for that ?	Ndé^pa re-pagá ta péva-re ?
3. You should ask for Carlos.	Re-jerurè va.erã Carlos-re.
4. You should ask Pio for the book.	Re-jerurè va.erã xu-pé i-livro.
5. You should inquire about my mother.	Re-porandù va.erã i-sý-re.
6. You should care about María.	Re-ñe'è va.erã María-re.
7. He wants to die for his country.	O-màno-sé ñetã-re.
8. I'll give you 10,000 guaraní for your bicycle.	A-me'ẽ ta ndé-ve 10,000 guaraní nde-vicicleta-re.

Use Phase

directed discourse

1. E-jeruré (t̃éra)-pe peteĩ livro.
2. Te-re-ho (t̃éra)-r̃enda-pe ha e-jeruré Jose-re.
3. Er-ẽ mi re-pagá ta há ko regalo-re.
4. Er-é re-pagá ta há xé-ve xe-r̃embi-apó-re.
5. E-porandú (t̃éra)-pe mbovýˆpa o-pagá ta ndé-ve nde-r̃embi-apó-re.

Cycle 24

Manipulation Phase

model

A.	Moõˆpa o-je-joguá aó ?	Donde se compra ropa ?
B.	O-je-joguá aó tienda-pe.	Se compra ropa en la tienda.

Use Phase

appropriate response

1. O-je-joguáˆpa sapatú panadería-pe tẽraˆpa sapatería-pe ?
2. O-je-joguáˆpa pan sapatería-pe tẽraˆpa panadería ?

3. O-ñe-vende so'ó carnicería-pe, ajé^pa ?

4. O-je-joguá hetà mba'é mercado-pe, ajé^pa ?

5. Moõ^pa o-je-joguá so'ó ?

6. Moõ^pa o-ñe-vendé sapatú ?

7. Moõ^pa o-ñe-veudé aõ ?

Cycle 25

Manipulation Phase

model

O-jej-apó mbaraká Luque-pe.	Se hace quitarra(s) en Luque.

Use Phase

appropriate response

1. O-jej-apó sapatú Paraguái-pe, aj[illegible]a ?

2. O-jej-apó^pa carro Paraguái-pe ?

3. O-jej-apó^pa 'pan Francés' Méhico-pe ?

4. Moõ^pa o-jej-apó avión ?

5. Mei-kuaá^pa moõ^pa o-jej-apó ñanduti ?

6. Moõ^pa o-jej-apó sombrero ?

7. Mba'é^pa o-jej-apó Paraguái-pe ?

Cycle 16

Manipulation Phase

paradigm

(Xé) xe-mboriahú I'm poor	(Oré) ore-mboriahú we're poor (Ñandé) ñande-mboriahú we're poor
(Ndé) nde-mborianú you're poor	(Peè) pende-mboriahú you're poor
(Ha'é [kuéra]) i-mboriahú he is/they are poor	

(Xé) xe-resarái I forget	(Oré) ore-resarái we forget (Ñandé) ñande-resarái we forget
(Ndé) nde-resarái you forget	(Peè) pende-resarái you forget
(Ha'é [kuéra]) hesarái he/they forget	

TO THE STUDENT: There is a very large class of words which conjugate with the possessive pronoun prefixes: xe-, nde-, ore-, ñande-, pende-, i-. Most of the words in this class are translated in English by adjectives, but quite a few by nouns and by verbs. Because it is a conjugation class we must consider its members to be verbs, and because most of the members of this conjugation class are words which express a quality or attribute, we will call all members of this class QUALITY VERBS.

With the 'pure' verbs (verbs which conjugate with the person prefixes a-, re-, ro-, ja-, pe-, o-, or the J, I, GUE, H variants of or increments to these) and now the Quality Verbs, you have a complete picture of verb conjugation. There are only these two classes of verb conjugations, pure and Quality verbs.

NOTE: Traditionally the Quality Verbs are called Xendal Verbs; 'Pure' Verbs have been called just verbs, and these are sub-classified into 'verbos aireales' (I-Verbs),'verbos areales' (regular verbs), 'verbos incrementales' (GUE-verbs), and 'verbos irregulares' (all others).

Note that not all Quality Verbs turn out to have adjective equivalents in English. For example some are more generally translated by verbs.

xe-ṕesarái	I forget
xe-kerambú	I snore
nde-japú ḿĩna	You're lying
	(Eres mentiroso)

or by nouns:

xe-keraná	I'm a sleepyhead

or by other means:

xe-ko'ẽ porã	I feel fine this morning
xe-ka'arù porã	I feel fine this afternoon
xe-pyhare porã	I feel fine this evening

Furthermore, not all English adjectives are rendered in Guarani by Quality Verbs. For example:

I'm happy	a-vy'á

But generally Quality Verbs can be translated by English or Spanish adjectives, and generally the Guarani equivalents of English adjectives are Quality Verbs.

Cycle 27

Manipulation Phase

contrast

Xe-hermano mboriahú	My poor brother
Xe-hermano i-mboriahú	My brother is poor
Péva pe karaí platà hetá	That rich man
Péva pe karaí i-platà hetá	That man is rich

translation

1.	My beautiful country	Xe-retà porã
2.	My country is beautiful	Xe-retã i-porã
3.	My ugly dog	Xe-jaguà vaí
4.	My dog is ugly	Xe-jagua i-vaí

patterned completion

1. Xe-hermano i-platà hetá.
   Hée, nde-hermano i-platà hetá, ha ndé katu nde-mboriahú.

2. Xe-hermana i-porà-ité.
   Hée, nde-hermana i-porà-ité, ha ndé katu nde-vaì-eté.

arandú	'smart'
tavý	'stupid'
mbareté	'strong'
kangý	'weak'
juký	'pleasant, simpático'
arhel	'unpleasant, antipático'

patterned completion

1. Ague-rekó peteĩ kuré vaí.
   I-vaí añe-te há-pe.

2. Kóvà xe-coche pyahú.
   I-pyahú añe-te há-pe.

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3. A-hexá peteĩ kuñataĩ porã.
   I-porã añe-te há-pe.

Cycle 28

Manipulation Phase

model

A.	Nde-mba'éˆpa kóva ?	Is this yours ?
B.	Ahãniri, ndaˆxe-mba'éˆi.	No, it's not mine.
A.	Mãva-mba'éˆpa entonce rõ ?	Whose is it then ?

TO THE STUDENT: a. Xe-mba'é 'it's mine' is a nominal predicate, nominal because in Guarani there is no 'true' verb here, just a noun or nominal taken as a predicate. A nominal predicate is negated by being placed in the negative frame ndaˆ(NOMINAL)ˆi or ndaˆ(NOMINAL)ˆiri.

ndaˆxe-mba'éˆi or ndaˆxe-mba'éˆiri

b. A common variant of nahãniri is ahãniri.

substitution

xé	ndaˆxe-mba'éˆi
ndé	ndaˆnde-mba'éˆi
oré	ndaˆore-mba'éˆi
ñandé	ndaˆñande-mba'éˆi
peẽ	ndaˆpende-mba'éˆi
ha'é	ndaˆi-mba'éˆi
María	ndaˆMaría-mba'éˆi

activity

The instructor points to various objects and asks, 'Is this yours ?' 'Is it mine ?' - 'Whose is it ?' - etc.

Cycle 29

Manipulation Phase

model

A.	Hasý^pa la guaraní ndé-ve ?	Is Guarani hard for you ?
B.	Nda^hasỳ-eté^i.	It's not too hard.

TO THE STUDENT: a. Quality Verbs are negated by the same negative frame: nda^(QV)^i. Other examples:

nda^xe-rasý^i	I'm not sick
nda^i-pora^i	It's not good

NOTE:
If a Quality verb ends in the sound [i] the negative enclitic is ^ri.

i-vaí,	nda^i-vaí^ri

substitution

pora	nda^i-pora^i
vaí	nda^i-vaí^ri
hasý	nda^hasý^i

activity

The instructor points to various objects and asks 'Is this pretty (white, thin, old, etc.) ?' and the student responds appropriately.

Cycle 30

Manipulation Phase

model

A-ñenõ kurî las dies rupi.	I went to bed about 10:00.

substitution

Re-ñenõ	A-ñenõ kurî las dies rupi.
Re-páy	A-páy kurî las dies rupi.
Re-pu'ã	A-pu'ã kurî las dies rupi.
Re-jahu	A-jahú kurî las dies rupi.
Re-rambosá	A-rambosá kurî las dies rupi.

model

Mba'ê óra^pa re-páy ra.è ko pyhare-vé ?	What time did you wake up this morning ?

substitution

Re-páy	Mba'è óra^pa re-páy ra.è ko pyhare-vé ?
Re-pu'ã	Mba'è óra^pa re-pu'ã ra.è ko pyhare-vé ?
Re-jahú	Mba'è óra^pa re-jahú ra.è ko pyhare-vé ?
Re-rambosá	Mba'è óra^pa re-rambosá ra.è ko pyhare-vé ?

patterned response

1. Mba'è óra^pa re-páy ra.è ko pyhare-vé ?
   A-páy kurî las seis rupi.
2. Mba'è óra^pa re-pu'ã ra.è ko pyhare-vé ?
3. Mba'è óra^pa re-jahú ra.è ko pyhare-vé ?
4. Mba'è óra^pa re-rambosá ra.è ko pyhare-vé ?

model

A-pu'ã riré a-jepohéi.	After I got up I washed my hands.

substitution

A-pu'ã riré a-jepohéi.	A-pu'ã riré a-jepohéi.
Upéi a-ñe-ĥendyva'ó.	A-jepohéi riré a-ñe-ĥendyva'ó.
Upéi a-jejuruhéi.	A-ñe-ĥendyva'ó riré a-jejuruhéi.
Upéi a-ñe-mondé.	A-jejuruhéi riré a-ñe-mondé.
Upéi a-ñe-mbosako'í.	A-ñe-mondé riré a-ñe-mbosako'í.

patterned response

1. Re-pu'ã riré mba'é^pa rej-apó ra.è ?
   (Teacher pantomimes washing hands)
   A-pu'ã riré a-jepohéi.
2. Re-jepohéi riré mba'é^pa rej-apó ra.è ?
3. Re-ñe-ĥendyva'ó riré mba'é^pa rej-apó ra.è ?

4. Re-jejuruhéi riré mba'éˆpa rej-apó ra.è ?

5. Re-ñe-mondé riré mba'éˆpa rej-apó ra.è ?

appropriate response (follow the chronological order)

1. Re-páy riré mba'éˆpa rej-apó ra.è ?

2. Re-pu'ã riré mba'éˆpa rej-apó ra.è ?

3. Re-hó riré vaño-pe mba'éˆpa rej-apó ra.è ?

4. Re-jahú riré mba'éˆpa rej-apó ra.è ?

5. Re-ñe-ñendy'ó riré mba'éˆpa rej-apó ra.è ?

6. Re-jejuruhéi riré mba'éˆpa rej-apó ra.è ?

7. Re-ñe-mondé riré mba'éˆpa rej-apó ra.è ?

8. Re-rambosá riré mba'éˆpa rej-apó ra.è ?

9. Re-ñe-mbosako'í riré mba'éˆpa rej-apó ra.è ?

10. Re-sẽ riré nde-ŕóga-gui mba'éˆpa rej-apó ra.è ?

model

A-sẽ mboyvé xe-ŕóga-gui a-ñe-mbosako'í.	Before leaving home I prepared myself.

substitution

1.	Re-ñe-mbosako'í	A-sẽ mboyvé xe-ŕóga-gui a-ñe-mbosako'í.
2.	Ro-rambosá	A-ñe-mbosako'í mboyvé a-rambosá.
3.	Re-ñe-mondé	A-rambosá mboyvé a-ñe-mondé.
4.	Re-jejuruhéi	A-ñe-mondé mboyvé a-jejuruhéi.
5.	Re-ñe-ñendy'ó	A-jejuruhéi mboyvé a-ñe-ñendy'ó.

6. Re-janú — A-ñe-ñendy'ó mboyvé a-jahú.
7. Re-nó vaño-pe. — A-jahú mboyvé a-há vaño-pe.
8. Re-pu'ã — A-há mboyvé vaño-pe a-pu'ã.
9. Re-páy — A-pu'ã mboyvé a-páy.

- - - - - - - - - - - - - - - - - -

Use Phase

appropriate response

1. Re-ñeno mboyvé mba'éˆpa rej-apó ra.è ?
2. Re-ju mboyvé clase-pe re-studiáˆpa ra.è ?
3. Re-pu'ã riré mba'éˆpa rej-apó ra.è ?
4. Mba'éˆpa rej-apó re-jahú mboyvé ?
5. Re-studiáˆpa ra.è guaraní re-ñeno mboyvé angè pyharé ?
6. Mba'éˆpa rej-àpo-sé re-guahe riré Paraguái-pe ?
7. Mba'éˆpa rej-apó ta re-karú riré ?
8. Re-ju taˆpa clase-pe re-rambosá riré ?
9. Mba'éˆpa rej-apó ra.è re-jahú riré ko pyhare-vé ?
10. Re-jepohéi va.erã re-karú mboyvé, ajéˆpa ?
11. Araka'eˆpa ja-jejuruhéi va.erã ?
12. Re-karúˆpa riré re-jejuruhéi va.erã, ajéˆpa ?

Cycle 31

Manipulation Phase

model

Pe banco o-pytá tupaó ṙovái.	The bank is in front of the church. (El banco queda frente a la inglesia.)

substitution

ṙovái (in front of)	Pe banco o-pytá tupaó ṙovái.
ykẽ re (beside)	Pe banco o-pytá tupaó ykẽ re.
kupé pe (in back of)	Pe banco o-pytá tupaó kupé pe.

repetition

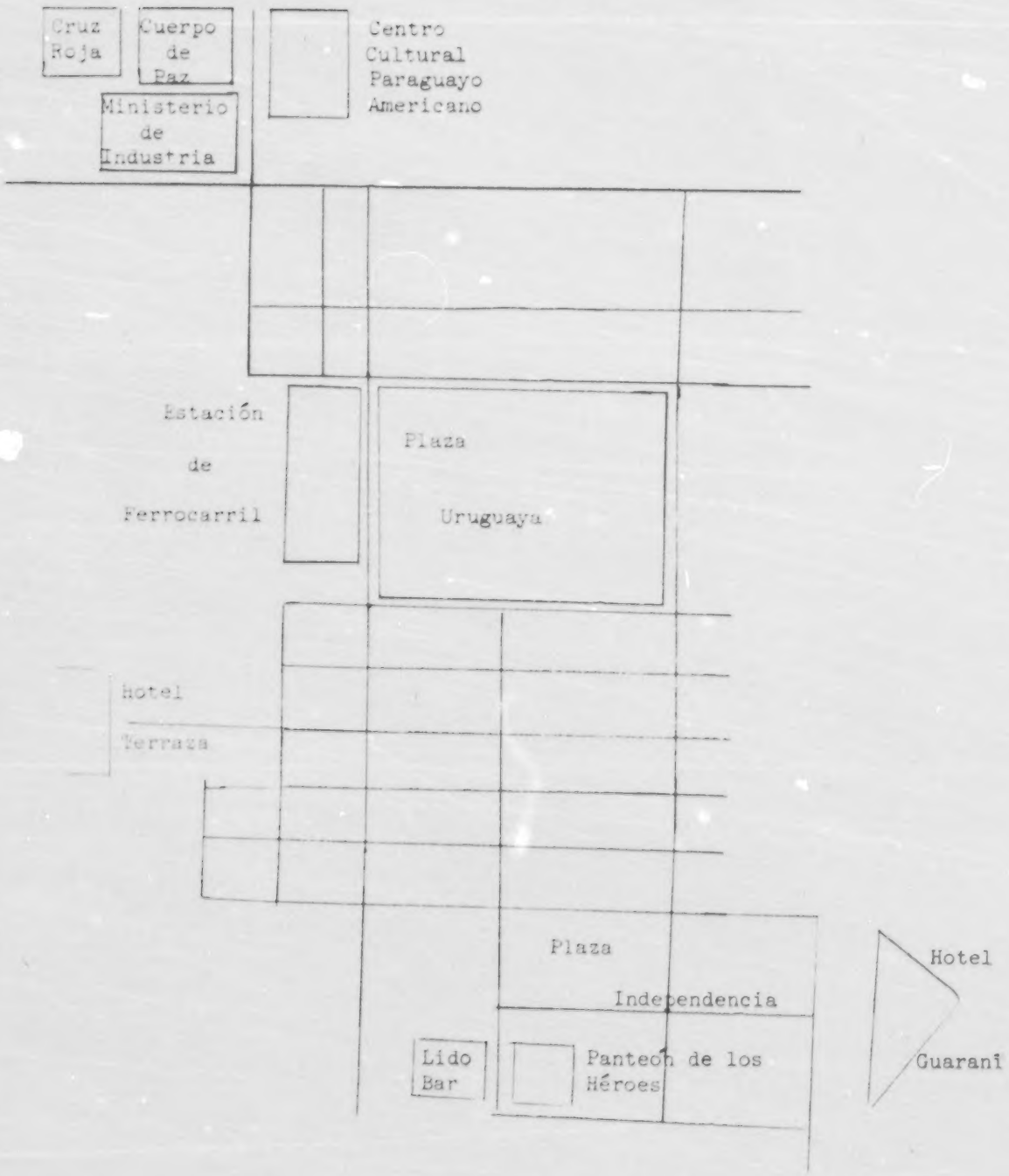
Cuerpo de Paz oficina o-pytá Centro Cultral ṙovái.
Cuerpo de Paz oficina o-pytá Ministerio de Industria ykẽ re.
Cuerpo de Paz oficina o-pytá Cruz Roja kupé-pe.

Estación de Ferrocarril o-pytá Plaza Uruguaya ṙovái.
Hotel Guaraní o-pytá Plaza Independencia ṙovái.
Lido Bar o-pytá Panteon de los Héroes ṙovái.

model

Ikatú pa ãr-e ni xé-ve moč pa o-pytá la Cuerpo de Paz oficina?	Could you please tell me where the Peace Corps office is?

SECTION OF DOWNTOWN ASUNCION



substitution

Cuerpo de Paz Oficina:	Ikatú^pa èr-e mí xé-ve moõ^pa o-pytá Cuerpo de Paz Oficina?
Cruz Roja:	Ikatú^pa èr-e mí xé-ve moõ^pa o-pytá Cruz Roja?
Ministerio de Industria:	Ikatú^pa èr-e mí xé-ve moõ^pa o-pytá Ministerio de Industria?
Lido Bar:	Ikatú^pa èr-e mí xé-ve moõ^pa o-pytá Lido Bar?

appropriate response

1. Ikatú^pa èr-e mí xé-ve moõ^pa o-pytá Centro Cultural?
2. Ikatú^pa èr-e mí xé-ve moõ^pa o-pyta Cruz Roja?
3. Ikatú^pa èr-e mí xé-ve moõ^pa o-pytá Plaza Uruguaya?
4. Ikatú^pa èr-e mí xé-ve moõ^pa o-pytá Hotel Guaraní?
5. Ikatú^pa èr-e mí xé-ve moõ^pa o-pytá Ministerio de Industria?

directed discourse

1. E-porandú (ẽéra)-pe moõ^pa o-pytá Lido Bar.
2. E-porandú (ẽéra)-pe moõ^pa o-pytá Centro Cultural.
3. E-porandú (ẽéra)-pe moõ^pa o-pytá Cruz Roja.
4. E-porandú (ẽéra)-pe moõ^pa o-pytá Panteón de los Héroes.

model

E-jeré nde-asú goto ha e-guatá dos cuadras.	Turn to the left and walk two blocks.

appropriate response

(point to left)	E-jeré nde-asú goto ha e-guatá dos cuadras.
(point to right)	E-jeré nde-derechá goto ha e-guatá dos cuadras.
(point straight ahead)	E-guatá derecho dos cuadras.

dialog

A. Karaí, ikatúˆpa èr-e mĩ xé-ve moõˆpa ikatú a-topá peteĩ hotel ndaˆhépy-eteˆi va?

B. Ja-hexa mĩ... E-guata á-pe derécho cinco cuadras, e-jeré nde-asú goto ha e-guatá dos cuadras. Upé pe oĩ peteĩ hotel héra-va Hotel Terraza.

dialog

A. Karaí, moõˆpa o-pytá peteĩ pensión ko'á rupi?

B. Mba'é..., re-ké haguãˆpa tẽraˆpa re-karú haguã.

A. Mokõi-ve-va-rã.

B. E-guatá á-pe derécho tres cuadras ha re-juhú ta.

model

Mba'é ixaˆpa ikatú a-guahẽ Cuerpo de Paz oficina-pe?	How can I get to the Peace Corps office.

substitution

Cuerpo de Paz oficina: Mba'é ixaˆpa ikatú a-guahẽ Cuerpo de Paz oficina-pe ?

Lido Bar: Mba'é ixaˆpa ikatúˆpa a-guahẽ Lido Bar-pe ?

Hotel Guaranĩ: Mba'é ixaˆpa ikatúˆpa a-guahẽ Hotel Guaranĩ-me?

Cruz Roja: Mba'é ixaˆpa ikatúˆpa a-guahẽ Cruz Roja-pe ?

Use Phase

appropriate response (give directions)

1. Ñai-me hĩna Cuerpo de Paz oficina-pe. Mba'é ixaˆpa ikatú a-guahẽ Plaza Uruguaya-pe?

2. Ñai-me hĩna Estación de Ferrocarril-pe. Mba'é ixaˆpa ikatú a-guahẽ Hotel Terraza-pe?

3. Ñai-me hĩna Lido Bar-pe. Mba'é ixaˆpa ikatú a-guahẽ Hotel Terraza-pe?

4. Ñai-me hĩna Lido Bar-pe. Mba'é ixaˆpa ikatú a-guahẽ Cuerpo de Paz oficina-pe?

5. Ñai-me hĩna Hotel Guaranĩ-me. Mba'é ixaˆpa ikatú a-guahẽ Ministerio de Industria-pe ?

REINFORCEMENT STAGE

Game

Upeva ndé rei-kuaá va.erã

Los estudiantes se sientan en círculo. Uno de los ellos, digamos Pedro, queda en el centro con los ojos vendados. Luego todos cambian de asiento de manera que Pedro no sepa donde está quién. Entonces Pedro tratará de adivinar quién es quién.

Supongamos que el círculo este compuesto de 1.2.3.4.5.6 estudiantes. Pedro deberá pararse ante cualquiera de ellos (del número 5 por ej.) y:

Pedro: Mba'é ixa^pa ?
Est.5: I-porã-nte. Ha ndé ?
Pedro: Moô^pa rei-kó ? (u cualquier otra pregunta)
Est.5: Ai-kó xe-ŕóga-pe.
Pedro: Mba'é ixa^pa nde-ŕéra ?
Est.5: Upeva ndé rei-kuaá va.erã.
Pedro: Xe ai-kuaá. Nde-ŕéra (nombre) número cinco.

Pedro con los ojos vendados tratará por medio de preguntas (como las que vimos arriba) de adivinar la identidad del número 5. El número 5 lo dificultará por medio de alteraciones en su voz e informaciones falsas.

Pero; Pedro no puede hacer más de 5 preguntas ni menos de tres antes de preguntar MAVA^PA NDÉ ?. Y también; todos deben responder: UPEVA NDÉ REI-KUAÁ VA.ERA. Recién entonces Pedro hará una sola suposición. Si ella no es correcta deberá ir ante otro estudiante y tratar de identificarlo. De esta manera todos participarán mas activamente. En el caso del ejemplo citado mas arriba Pedro adivinó la identidad del número 5. Entonces número 5 deberá ocupar el lugar de Pedro con los ojos vendados y entonces todos cambiarán de lugar y número 5 intentará identificarlos. Y asi sucesivamente.

El maestro deberá participar activamente y hacer que todos esten usando la lengua correctamente.

College Bowl

Este es un concurso de preguntas y respuestas se puede hacer formando un circulo, con el maestro actuando como animador. Porqué no darle el sabor y animación de los concursos en la radio o televisión? La competición puede ser entre individuos o dos equipos.

1. Mãva^pa tuvixa-vé, Paraguái^pa tẽra^pa Texas ?

2. Mãva^pa i-puku vé rio Amazona^pa tẽra^pa rio Misissipi ?

3. Oĩ mes ogue-rekó va 30 dias ha oĩ katú ogue-rekó va 31 dias. Mboý mes^pa oĩ ogue-rekó va 28 dias ? (Entero ogue-rekó 28 dia. Pero fevrero nd^ogue-rekó^iri 30)

4. Mãva^pa i-puku vé America del Norte^pa tẽra del Sur ?

5. Mba'é^pa i-pohýi vé, un kilo mandyju^pa tẽra^pa un kilo plomo ?

6. Mba'é ixa^pa ĥéra peteĩ karaí ĥendýva puku ha morotĩ va, i-kasõ ha i-camisá pytã vá, ha i-kyra va, mitã kuéra-pe ogue-ru va cada año ĥetã mba'é ?

7. Mba'é ixa^pa ĥéra peteĩ ĵetã i-po'i ha i-puku va o-pytá va Oceáno Pacifico yké re ?

8. Peẽ^pa pei-kuaá peteĩ karaí o-ñe'ẽ va hĩna ko'ãga peẽ-me-pe ?

9. Nde-ĝru-ñéra rõ Francisco, ha nde-sỹ-suegra María, mba'é ixa^pa ĥéra la nde-avuela ?

10. Rei-kotevẽ rõ peteĩ camisá centro gui ha rei-kuaá rõ Carlos o-hó ta há centro-pe, mba'é ikatú er-é xu-pé ?

11. Carlos ogue-rekó irundý lápis i-po-pe, ha o-moĩ peteĩ livro ha mokoĩ tĩsa mesa ári ha peteĩ lápis silla ári. Mboý lápis^pa ogue-rekó i-po-pe ?

Kóva Xe-ti.

Los estudiantes se sientan formando un circulo. Uno de ellos, tocándose cierta parte del cuerpo; la nariz, por ejemplo dice algo contradictorio:

1. (ejemplo: tocándose la nariz) KÓVA XE-NAMBI.

El próximo estudiante debe parodiarlo de la siguiente manera:

2. (Tocándose la oreja) KÓVA XE-JURÚ

3. (Tocándose la boca) KÓVA XE-AKA

4. (Tocándose la cabeza) KÓVA XE-RESÁ

5. (Tocándose el ojo) KÓVA XE-CAMISÁ

6. (Tocándose el ojo) KÓVA XE-RESÁ (o XE-JURÚ)

Dos errores de parte de uno de los participantes lo eliminará del juego. Note que número 6 ha cometido en error. Cuando número 5 dijo: KÓVA XE-CAMISA, 6 debería tocándose la camisá haber dicho KÓVA XE-PO o cualquier otra cosa que parodie la afirmación anterior.

El juego termina con el último que pueda quedarse sin cometer errores.

Charadas

Dentro de una pequena caja se ponen en desorden tiras de papel en cada una de las cuales están escritas ciertas cosas como: Ud. es Napoleon Bonaparte, o Ud. es un elefante, Ud. tiene en el mano un pedazo de hielo, Ud. está escribiendo, etc.

Cada uno de los estudiantes va y toma de la caja cada uno una tira de papel en el cual lee su secreta asignación. Supongamos que Luis (uno de los estudiantes) ha tomado de la caja una hoja en la cual dice: Ud. es Napoleon Bonaparte. Luis, entonces, se parará ante el resto de los estudiantes y dirá: Quién soy, o cómo me llamo? y actuará jugando el papel de Napoleon. Los otros estudiantes intentarán adivinarlo. Y asi cada cual con su asignación respetiva.

Ejemplos: 1. Mãva'pa xé? o Mba'é'pa xé?
2. Mba'é ixa'pa xe-réra?
3. Mba'é'pa aj-apó hina?
4. Mba'é'pa ague-reko hina xe-po-pe?

Màvaˆpa Mãva?

El salon de clase debe ser despejado como para una reunion informal de amigos (o la hora del recreo). Se da a cada estudiante un lapiz y copia de la hoja Màvaˆpa Mãva.

Los estudiantes deben circular entre si, saludando, extrechando manos, buscando las respuestas a las preguntas de la hoja Màvaˆpa Mãva, disponiendo para ello 20 minutos de tiempo. Al final de ese tiempo el profesor leerá las respuestas correctas y comprobará quién ha logrado mayor información, el cual será el ganador.

Es importante notar que antes que nada, cada estudiante debe recibir una hoja conteniendo informaciones como las siguientes:

Estudiante número 1: Nde nde-ñéra Juan Po'i ha nde re-guereko mokõi hermana ñéra va Sara ha Julia.

Estudiante número 2: Nde rei-kó Alaska-pe ha rei-kuaá peteî karaí ñéra va Shakespeare-pe.

Y asi, a otros estudiantes, hasta que halla bastantes datos para llenar la hoja Màvaˆpa Mãva.

NOTA IMPORTANTE: Naturalmente el maestro debe estar preparado antes de la clase con todos los elementos necesarios: por ejemplo, una copia de la hoja Màvaˆpa Mãva e informaciones del papel que toma a todos los estudiantes. Si es posible un premio para el ganador.

MÀVAˆPA MÃVA?

Encuentre las respuestas Nombre_____

1. Mãvaˆpa la ñéra mbyky vé va?
2. Mãvaˆpa la ñéra puku vé va?
3. Mãvaˆpa la iñ-hermano heta vé va?
4. Mãvaˆpa o-guereko peteî tió ñéra va Sam?
5. Mãvaˆpa o-guereko mokõi hermana ñéra va Sara ha Julia?
6. Mãvaˆpa ñéra Johnson?
7. Mãvaˆpa oi-kó Alaska-pe?
8. Mãvaˆpa oi-kuaá peteî karaí ñéra Shakespeare-pe?
9. Mãvaˆpa o-studiá geografía?
10. Mãvaˆpa o-gueruka ra'e peteî jaguareté Africa-gui?
11. Mãvaˆpa oi-koteve peteî coche?
12. Mãva mba'éˆpa pe pizarrón?
13. Màva mba'éˆpa pe livro oi va pe mesà ári?

14. Màva sý^pa héra Ana María?
15. Mãva^pa oi-potá re-gueru xé-vé peteĩ livro centro-gui?
16. Mãva ỹ-kuá^pa o-guereko y ky'a?
17. Mãva^pa o-hexa peteĩ mberu silla ári?

Mba'é^pa Kóva?

El maestro muestra a los estudiantes un monton de objetos como lapices, libros, relojes, tizas, borradores, anillos, monedas, etc. Luego lo pone todo en una bolsa o caja y metiendo la mano de ella coge uno de los objetos, pero reteniendo la mano dentro de ella, es decir de la caja, y pregunta a la clase: MBA'É^PA KÓVA?

Después de que cada uno de ellos haya tratado de adivinar la identidad del objeto, el maestro enseñará la mano con el objeto; verá quien ha dado la respuesta correcta. Luego toda la clase dirigido por el que lo ha adivinado repetirá en coro la respuesta correcta.

Por ejemplo: Clase: (en coro) Péva peteĩ livro.

REVIEW STAGE

Supplementary Practice

A.	Mba'éˆpa aj-apó ta.	What shall I do ?
B.	Ej-apó kó ixa.	Do this (or: like this).
A.	Mba'é-reˆpa rei-potá aj-apó upé ixa.	What do you want me to do that for ?
B.	Ai-kuàa-sé gui rej-apò-kuaáˆpa.	I want to see if you know how to do it.
	Ai-kuàa-sé gui rei-kuaáˆpa mba'é ixaˆpa o-jej-apó.	I want to see if you know how it is done.
A.	O-ñe-condená taˆpa ?	Will ne be condemned ?
B.	Ya o-ñe-condená ma katu.	He's already been condemned, really.
A.	Re-vènde-séˆpa xé-ve pe-coche ?	Do you want to sell me that car ?
B.	Nahäniri A-vendé ma kurî José-pe.	No, I already sold it to José.
A.	Hetá ma pe-hekáˊ la cavajú ?	Have you-all looked a lot for the horse?
B.	Hëe, cuatro hora ma ro-hekáˊ.	Yes, already four hours we've looked.
A.	Nde-ˀru umiaˆpa oi-kové guèteri?	Are your parents still living ?
B.	Xe-ˀru oi-kové guèteri, pero xe-sý o-manó ma.	My father is still living, but my mother has died already.
A.	Re-tanteá maˆpa ko naranja.	Have you tasted this orange ?
B.	Hëe. He'è, ajéˆpa ?	Yes. It's sweet, isn't it ?
A.	Re-hò jevý ta maˆpa reîna.	Will you be going again now ?
B.	Nahäniri. Ko'äga a-pytá ta ma á-pe.	No, now I'll stay here.
A.	Mba'é-reˆpa re-mombo pe-reló ?	Why did you throw away that watch ?
B.	Ndˆo-vale veˆi ma-gui.	Because it's no good any more. (ya no vale)
A.	Re-vostesa jevý ma reîna.	You're yawning again already.
B.	Hëe, xe-ˀropehýi-gui.	Yes, it's because I'm sleepy.

A.	Mãva-mba'é^pa kó lápis ?	Whose pencil is this ?
B.	Pe lápis nde-mba'é.	That pencil is yours.

don't confuse the truth

1. Mãva-mba'é^pa kó lápis ?

2. Pe lápis nde-mba'é.

1. Carlos mba'é^pa ?

2. Nahãriri. Nde-mba'é.

1. Nde-mba'é ?

2. Nahãniri. Nde-mba'é ?

1. Xe-mba'é ?

2. Hèe, nde-mba'é.

listening in

David: Juan^pa ñéra-pe nde-ru-socio ?
Berto: Nahãniri. Ñéra Tomas. Juan iũ-hermano.

David: Gomez^pa Tono apellido ?
Berto: Nahàniri. Ramirez la ij-apellido.

David: Mãva-mba'é kó tembi-'ú kóva ? I-mba'é ?
Carlos: A-malisía ñande-mba'é há.
David: Neĩ, ja-karú !

Elisa: Re-ñe'è^pa ndé guaranĩ-me ?
Anna: Mixi mì-nte. Pero nd^a-ñe'è porã^i.
A-ñè'e-se-vé karaì-ñe'è-me.

1. Xé a-jahu ta a-rambosá mboy-vé.
2. Xé katu a-jahu ma kurì a-ju mboy-vé á-pe.

José: Mba'é ixa^pa nde-réra ?
David: Xé xe-réra David.
José: Moó^pa o-pytá nde-róga ?
David: Espana casi brasil-pe.

listening for study

Carlitos ne'ĩra guèteri ogue-rekó 5 años, ha ne'ĩra guèteri oi-ke escuela-pe, pero o-ñe'ẽ-kuaá ma guaranĩ ha karaĩ-ñe'ẽ-me, ha he-'ĩ-kuaá ma 'mba'é ixaˆpa' inglés-pe.
Carlitos o-porandú i-sý-pe.
"Mamá, ai-ke ta maˆpa escuela-pe kó año ?"
"Nañãniri, gùeteri", he-'í xu-pe la i-sý.
"Pero mamá, ague-rekó ma ningo cinco año", he-'í Carlitos.

appropriate response

1. Ne'ĩraˆpa Carlitos ogue-rekó 3 años ?
2. Oi-ke maˆpa escuela-pe ?
3. O-ñe'ẽ-kuaá maˆpa guaranĩ ?
4. Mba'éˆpa he-'ĩ-kuaá ma inglés-pe ?
5. Oi-ke ta ma escuela-pe kó año.
6. Mba'éˆpa hé-'í i-sý-pe ?

translation

1.	Ai-potá pe livro.	Quiero ése libro.
2.	Ai-potá kóva ko reló ha amõva amõ collar.	Quiero este reloj y aquel collar
3.	Mba'éˆpa rei-potá ?	Qué quiere (Ud.) ?
4.	Péva peteĩ lápis.	Eso es un lápis.
5.	Mba'éˆpa kóva ?	Qué es esto ?
6.	Mãvaˆpa amõva ?	Quién es aquel ?
7.	Amõvaˆpa ? Ha'é Carlos.	Aquel ? El es Carlos.
8.	Kóva xe-livro.	Este es mi libro.
9.	Péva la xe-tiõ-livro.	Ese es el libro de mi tió.
10.	Umĩva la pende-livro kuéra.	Esos son los libros de Uds.
11.	Ko'ãva la xe-tiõ-livro kuéra.	Esos son los libros de mi tió.
12.	Kóva xe-mba'é ha péva i-mba'é.	Este es mío y ese es suyo.
13.	Mãva mba'éˆpa kóva ?	De quién es este ?
14.	Péva ij-ỹ-kuá.	Ese es el pozo de él.
15.	Kóva iñ-amigo-mba'é.	Este es mi amigo.
16.	Re-stùdia-vé va.erã.	Debes estudiar más.
17.	A-stùdia-vé ramo, ikatú ta a-ñe'ẽ põra vé.	Si estudio más, podré hablar mejor.
18.	O-hè'e-sé kó ñande-ñe'ẽ.	(El) quiere hablar nuestra lengua.

translation

Xé ai-kuaá nde-ṙéra.	I know your name.
Ndé rei-kuaá xe-ṙéra.	You know my name.
Ha'é oi-kuaá ñande-ṙéra.	He knows our name.
Ñandé jai-kuaá ṅéra.	We know his name.
Oré roi-kuaá ṅéra.	We know his name.
Peẽ pei-kuaá ṅéra.	You know his name.

appropriate response

1. Rei-potá^pa peteĩ livro.
2. Mba'é^pa rei-potá ?
3. Mba'é^pa kóva ?
4. Ha péva ?
5. Ha umĩva ?
6. Màva^pa pe karaí ?
7. Màva^pa pe kuñataí ?
8. Màva^pa pe mita'i ?
9. Kóva^pa nde-livro ?
10. Kóva^pa la nde-tiò-livro ?
11. Ko'á^pa la pende-livro kuéra ?
12. Kóva^pa nde-mba'é ?
13. Péva^pa i-mba'é ?
14. Màva mba'é^pa ko camisá ?
15. Péva^pa in-amigo ?
16. Umĩva^pa nde-amigo-kuéra-camisá ?
17. Ndé^pa re-studià va.erà guaranĩ ?
18. Mba'é-re^pa o-stùdia-vé va.erã ha'é ?
19. Re-stùdia-vé ramo^pa ikatú ta re-ñe'ẽ-kuaà-vé ?
20. Ndé^pa re-lèe-kuaà-sé kó ore-ñe'ẽ ?
21. Mba'é^pa he-'ĩ-sé tàta-kuá inglés-pe ?
22. Mba'é ixa^pa o-je-é pozo guaranĩ-me ?

1.	Rei-potá^pa a-leé ?	Nahãniri. Ai-potá re-kiriĩ.
2.	Rei-potá^pa a-nembo'y ?	Nahãniri. Ai-potá re-guapy.
3.	Rei-potá^pa a-ne'ẽ ?	Nahãniri. Ai-potá re-hendú.

Supplementary Practice

A. Ko'ãga re-studiá hĩna. Mba'éˆpa rej-apó ra.è kuehé ?
B. Kuehé a-studiá kurî aveí.

A. Este diá re-mba.apó hĩna. Mba'éˆpa rej-apó ra.è kuehé ?
B. Kuehé a-mba.apó kurî aveí.

A. Este diá re-hugá hĩna. Mba'éˆpa rej-apó ra.è kuehé ?
B. Kuehé a-hugá kurî aveí.

A. Ko'ãga re-cená hĩna. Mba'éˆpa rej-apó ra.è kuehé ?
B. Kuehé a-cená kurî aveí.

A. Ko'ãga re-hendú hĩna música. Mba'éˆpa rej-apó ra.è kuehé ?
B. Kuehé a-hendú kurî música aveí.

A. E-ñe'ẽ guaranî-me.
B. A-ñe'ẽ ta ndé re-kiririˆ rõ.

A. E-ké!
B. A-ké ta ndé re-kiririˆ rõ.

A. E-studiá !
B. A-studiá ta ndé re-studiá ta rõ aveí.

A. E-hèndu mî !
B. A-hẽndú ta ndé re-hendú ta rõ.

A. E-ñe'ẽ guaranî clase-pe !
B. A-ñe'ẽ ta ndé re-ñe'ẽ ta rõ.

A. E-mba.apó !
B. A-mba.apó ta ndé re-mba.apó ta rõ.

TO THE STUDENT:
NOTE CAREFULLY the formation of the imperative. Except for the verb re-hó go' it is regular and quite simple:

1. The plural imperative has the prefix pe- (identical to the indicative prefix re-)

2. The singular imperative has the prefix e- (instead of the indicative prefix pe-)

3. Note how I-verbs retain their distinguishing mark (b) and J-verbs theirs (c). GUE-verbs optionally drop the gue- in the imperative as also in the indicative.

4. Take careful note of the imperative form of re-ho 'go'. The outside imperative prefix ta- or te will be hooked to the indicative prefix pe- or re-.

5. It is frequently felt necessary to take the edge off of the imperative by adding the courtesy particle na and/or the partitive or diminutive particle mĩ.
Note that mĩ always carries the stress, na never does.

	Ei-ké na.	Come in, please.
	E-guapý.	Have a seat.
	E-hà.aro mĩ na.	Please wait a minute.
a.	Wait	E-hà.aro
	Wait, please	E-hâ.aro na
	Would you wait a bit, please	E-hà.aro mĩ na
b.	Come in, please	Ei-ké na
	Would you come in, please	Ei-ke mĩ na
c.	Please do it	Ej-apó na
	Would you please do it	Ej-àpo mĩ na
d.	Please bring it	E-rú na (or: egue-rú na)
	Would you please bring it	E-rù mĩ na (or: egue-rù mĩ na)
e.	Please go (sg.)	Te re-hó na
	Would you please go (sg.)	Te re-hò mĩ na
	Please go (pl.)	Ta pe-hó na
	Would you please go (pl.)	Ta pe-hò mĩ na
f.	Would you please say it	E-re mĩ na
	plural ...	Pej-e mĩ na

dialog

I want to hear Carlos	A-hèndu-sé Carlos-pe
I want to see him	A-hèxa-sé Ìxu-pé
Who wants to play soccer ?	Mãvaˆpiko o-hùga-sé pelota ?
Who wants to speak Guarani well ?	Mãvaˆpiko o-ñe'ẽ porã̀-sé guaranĩ ?
Who do you want to study with ?	Mãvaˆndiveˆpa re-stùdia-sé ?
Who do you want to speak Guarani with ?	Mãvaˆndiveˆpa re-ñẽ̀'e-sé guaranĩ ?
He wants to study already	O-stùdia-sé ma
He will want to leave already	O-sẽ̀-sé ta ma
Who do you want to speak with ?	Mãva-ndiveˆpa re-ñẽ̀'e-sé ?
What do you want ?	Mba'éˆpa ndé rei-potá ?
I want a book	Xé ai-potá peteĩ livro
He wants two shirts	Ha'é oi-potá mokõi camisá
Do you (pl.) want something ?	Pei-potáˆpa peteĩ lápis?
We don't want anything	Ndoˆroi-potáˆi mbà'e-vé

TO THE STUDENT:
To want something is expressed with the verb **Ipota** plus the noun or noun phrase.

Compare:	I want a book	Ai-potá peteĩ livro
	I want to buy a book	A-jogua-sé peteĩ livro
	What do you wish ?	Mba'éˆpa ndé rei-potá ?

Listening in

Mba'éˆpa oj-apó hĩna Carlos
O-scriví hĩna peteĩ carta i-xíka-pe.
Mãva-pe ?
Gladys-pe ! I-xíka-pe !

A. Moõˆpa oi-mẽ xe-livro ?
B. Moõˆpa re-heja ra.è ?
A. A-moĩ pe mesa ári kurĩ.
B. Upé ixa rõ oi-mẽ ne upé-pe hĩna.

A. Mba'éˆpa rei-potá ?
Mãva-ndiveˆpa re-ñè'e-sé ?
B. A-ñè'e-sé nde-ru-ndive
A. Ei-ke-na, e-guapy, ha e-hã.aro mĩ.
B. Grácias.

FREE STUDY STAGE

dialog

A. Mboỳ-año^pa ogue-rekó nde-hermano ?

B. Kuehé o-mbotý veintiun año.

A. Ha mboý^pa o-ganá hembi-apó-pe por diá, trecientos guaraní ?

B. O-ganá hĩna treciento cinquenta.

A. How old is your brother ?

B. He turned 21 yesterday.

A. And how much does he earn a day in his work, G300 ?

B. He earns G350.

Unit Seven

CORE STAGE

Manipulation Phase

Cycle 1

model

Xé nd^a-ñe'ẽ^i hĩna inglés.	I'm not talking English.
Xé nd^a-scriví^ri hĩna inglés.	I'm not writing English.

TO THE STUDENT: Negative statements in first person singular are formed with nd^ before the VERB and ^i following the VERB or ri if the VERB ends in i.

repetition

Xé nd^a-ñe'ẽ^i hĩna inglés-pe.
Xé nd^a-leé^i hĩna inglés-pe.

Xé nd^a-hendú^i
Xé nd^a-studiá^i
Xé nd^ai-kuaá^i
Xé nd^ai-potá^i
Xé nd^a-scriví^ri hĩna

variable slot substitution

a-ñe'ẽ	nd^a-ñe'ẽ^i inglés
guaranĩ	nd^a-ñe'ẽ^i guaranĩ
ruso	nd^a-ñe'ẽ^i ruso
a-leé	nd^a-leé^i ruso
francés	nd^a-leé^i francés
alemán	nd^a-leé^i alemán
a-studiá	nd^a-studiá^i alemán
chino	nd^a-studiá^i chino
ai-kuaá	nd^ai-kuaá^i chino
japonés	nd^ai-kuaá^i japonés
a-scriví	nd^a-scriví^ri japonés

model

Anî re-ñe'ẽ inglés.	Don't talk English.
Anî na re-ñe'ẽ inglés.	Please don't talk English.

TO THE STUDENT: Negative commands are formed by the word anî before the VERB. Anî may be modulated by adding na or other particle.

conversion

(modulate the command with na)

Anî re-ñe'ẽ inglés.	Anî na re-ñe'ẽ inglés.
Anî re-scriví inglés.	Anî na re-scriví inglés.
Anî re-hendú inglés-pe.	Anî na re-hendú inglés-pe.

(modulate with ke)

Anî re-ñe'ẽ karaì-ñe'ẽ.	Anî ke re-ñe'ẽ karaì-ñe'ẽ.
Anî re-scriví karaì-ñe'ẽ-me	Anî ke re-scriví karaì-ñe'ẽ-me
Anî re-hendú karaì-ñe'ẽ-me.	Anî ke re-hendú karaì-ñe'ẽ-me.

(modulate with kena)

Anî re-ñe'ẽ guaranî.	Anî kena re-ñe'ẽ guaranî.
Anî re-scriví guaranî-me	Anî kena re-scriví guaranî-me
Anî re-hendú guaranî-me.	Anî kena re-hendú guaranî-me.

patterned response

1. A-ñe'ẽ inglés-pe.	Anî re-ñe'ẽ inglés-pe. E-ñe'ẽ guaranî-me.
2. A-ñe'ẽ ta alemán-pe.	Anî re-ñe'ẽ alemán-pe. E-ñe'ẽ guaranî-me.

dialog

A.	Anī re-ñe'ẽ inglés-pe.	Don't talk in English.
B.	Nd̂a-ñe'ẽ̂i hīna inglés-pe, a-ñe'ẽ hīna guaranī-me.	I'm not talking in English, I'm talking in Guarani.

Use Phase

directed discourse

1. Er-é (t̂éra)-pe anī o-ñe'ẽ inglés.
2. Er-é (t̂éra)-pe anī o-studiá guaranī.
3. Er-é (t̂éra)-pe anī o-mba.apó pé-pe.
4. Er-é (t̂éra)-pe anī o-hugá pelota ko'ãga.
5. Er-é (t̂éra)-pe anī o-scriví carta.
6. Er-é (t̂éra)-pe anī o-leé inglés.

interpreting (answer as in the dialog)

1. Tell (name) not to speak in English.
2. Have (name) tell (name) not to speak in Guaranī

listening for comprehension

(t̂éra), ndé re-ñe'ẽ̀-kuaá ruso. Chino, nahãniri. Ko'ãga re-ñe'ẽ hīna guaranī, pero re-stùdia-sé karaî-ñe'ẽ.

appropriate response

1. Re-ñe'ẽ̀-kuaá̂pa ruso?
2. Ha chino?
3. Mba'é̂pa re-ñe'ẽ hīna ko'ãga?
4. Re-stùdia-sé̂pa inglés?
5. Mba'é̂pa re-stùdia-sé?

(tell the truth)
6. Re-ñe'ẽ^pa hĩna japonés?
7. Re-ñe'ẽ^pa alemán?
8. Re-ñẽ'e-sé^pa inglés clase-pe?

Cycle 2

Manipulation Phase

model

Nd^oj-apó^i hĩna mbà'e-vé.	He's not doing anything.

TO THE STUDENT: The negative of third person is formed with nd^ before the VERB and ^i or ^ri after. Mbà'e-vé means 'nothing'.

repetition

1. Ha'é nd^oj-apó^i hĩna.
2. Ha'é nd^o-studiá^i hĩna.
3. Carlos nd^o-leé^i hĩna.
4. María nd^o-ñe'ẽ^i hĩna.

5. Ha'é nd^oj-apó^i hĩna mbà'e-vé ko'ãga.
6. Ha'é nd^o-studiá^i hĩna mbà'e-vé ko'ãga.
7. Carlos nd^o-leé^i hĩna mbà'e-vé ko'ãga.
8. María nd^o-ñe'ẽ^i hĩna mbà'e-vé ko'ãga.

variable slot substitution

o-ñe'ẽ	nd^o-ñe'ẽ^i inglés
francés	nd^o-ñe'ẽ^i francés
o-studiá	nd^o-studiá^i francés
alemán	nd^o-studiá^i alemán
o-leè-kuaá	nd^o-leè-kuaá^i alemán
guaranĩ	nd^o-leè-kuaá^i guaranĩ
o-scriví	nd^o-scriví^ri guaranĩ.

conversion

Xé a-studiá	Xé ndˆa-studiáˆi
Ha'é o-studiá	Ha'é ndˆo-studiáˆi
Xé a-karú	Xé ndˆa-karúˆi
Ha'é o-karú	Ha'é ndˆo-karúˆi
Xé a-scriví hĩna	Xé ndˆa-scríˆri hĩna
Ha'é o-scriví hĩna	Ha'é ndˆo-scríˆri hĩna
Xé a-ñe'ẽ hĩna guaranĩ	Xé nd̥ˆa-ñe'ẽˆi hĩna guaranĩ
Ha'e o-ñe'ẽ hĩna guaranĩ	Ha'é nd̥ˆo-ñe'ẽˆi hĩna guaranĩ
Xé a-ntendé inglés	Xé ndˆa-ntendéˆi inglés
Ha'é o-ntendé inglés	Ha'é nd̥ˆo-ntendéˆi inglés
Xé a-purahéi	Xé ndˆa-purahéiˆri
Ha'é o-jepohéi	Ha'é ndˆo-jepohéiˆri

patterned response

Re-studiáˆpa hĩna?	Nahãniri, ndˆa-studiáˆi hĩna.
O-studiáˆpa hĩna?	Nahãniri, ndˆo-studiáˆi hĩna.
Re-ñe'ẽˆpa hĩna?	Nahãniri, nd̥ˆa-ñe'ẽˆi hĩna.
O-ñe'ẽˆpa hĩna?	Nahãniri, nd̥ˆo-ñe'ẽˆi hĩna.
Re-ntendéˆpa?	Nahãniri, nd̥ˆa-ntendéˆi.
O-ntendéˆpa?	Nahãniri, nd̥ˆo-ntendéˆi.
Ndéˆpa re-scriví hĩna)	Nahãniri, ndˆa-scríˆri hĩna.
Ha'éˆpa o-scrivì hĩna?	Nahãniri, ndˆo-scríˆri hĩna.
Ndéˆpa re-leé hĩna inglés?	Nahãniri, ndˆa-leéˆi hĩna inglés.
Ha'éˆpa o-leé hĩna inglés?	Nahãniri, ndˆo-leéˆi hĩna inglés.
Ndéˆpa rej-apò-kuaá?	Nahãniri, ndˆaj-apò-kuáˆi.
Ha'éˆpa oj-apò-kuaá?	Nahãniri, ndˆoj-apò-kuáˆi.

dialog

A. Ha'éˆpa o-studiá hĩna?	Is he studying?
B. Nahãniri, ndˆo-studiáˆi hĩna.	No, he's not studying.
A. Mba'éˆpa oj-apó hĩna?	What is he doing?
B. Ndˆoj-apóˆi mbà'e-vé.	He's not doing anything.

Use Phase

directed dialog (follow the dialog format)

1. E-porandú (t̃éra)-pe o-studiá^pa hĩna karaí Gomez.
2. E-porandú (t̃éra)-pe xé^pa a-studiá hĩna.
3. E-porandú (t̃éra)-pe o-studiá^pa hĩna ko'ãg̃a-ité.
4. E-porandú (t̃éra)-pe o-hugá-kuaá^pa pelota.
5. E-porandú (t̃éra)-pe o-ñe'ẽ-kuaá^pa guaranĩ.
6. E-porandú xé-ve a-scrivĩ-kuaá^pa chino-pe.
7. E-porandú xé-ve a-karú^pa hĩna ko'ãg̃a.

interpreting

1. Ask (name) if he is working.
2. have (name) ask (name) if he is working.
3. have (name)ask you if I am working.

listening for comprehension

(t̃éra), ndé re-scriví hĩna guaranĩ-me, karaí Pineda o-scriví hĩna inglés-pe. ha'é o-ñe'ẽ-kuaà-sé inglés, ha nd^o-ñe'ẽ-kuaà-sé^i chino.

appropriate response

1. Ndé^pa re-scrivĩ-kuaá guaranĩ ?
2. Re-scrivĩ^pa hĩna inglés ko'ãg̃a-ité ?
3. Mba'é^pa re-scriví hĩna ?
4. Mba'é^pa karaí Pineda o-scriví hĩna ?
5. ha'é^pa o-ñe'ẽ-kuaà-sé chino ?

(tell the truth)

6. Re-scrivĩ^pa hĩna japonés ?
7. Rej-apò-kuaá^pa 'apple pie' ?
8. Re-ñe'ẽ-kuaá^pa finlandés ?
9. Ndé^pa re-jògua-sé peteĩ cavajú ?
10. O-jògua-sé^pa peteĩ vacá la nde-amigo ?
11. Mãva^pa re-jògua-sé xé-ve ?
12. Mãva^pa o-jògua-sé xé-ve peteĩ cavajú ?

Cycle 3

Manipulation Phase

model

Nd^a-ñe'ẽ-kuaá^i guèteri.	I don't know how to talk yet.

model

Ndé^pa nde^re-ñe'ẽ-kuaá^i guaranĩ?	Don't you know how to talk Guarani?

repetition

1. (Ndé) nde^re-studiá^i.
2. (Ndé) nde^re-hugá^i.
3. (Ndé) nde^re-leé^i.
4. (Ndé) nde^re-scriví^ri.
5. (Ndé) nde^re-ñe'ẽ^i.
6. (Ndé) nde^re-mba.apó^i.
7. (Ndé) nde^re-hendú^i.

variable slot substitution

re-studiá	Nde^re-studiá^i guaranĩ-me.
re-leé	Nde^re-leé^i guaranĩ-me.
alemán	Nde^re-leé^i alemán-pe.
re-scriví	Nde^re-scriví^ri alemán-pe.
inglés	Nde^re-scriví^ri inglés-pe.
re-ñe'ẽ	Nde^re-ñe'ẽ^i inglés-pe.
re-ñe'ẽ-kuaá	Nde^re-ñe'ẽ-kuaá^i inglés-pe.

conversion

1.	Ndé re-studiá	Ndé nde^re-studiá^i.
2.	Ndé re-karú	Ndé nde^re-karú^i.
3.	Ndé re-hugá	Ndé nde^re-hugá^i.
4.	Ndé re-leé	Ndé nde^re-leé^i.
5.	Ndé re-scriví	Ndé nde^re-scriví^ri.
6.	Ndé re-jepohéi	Ndé nde^re-jepohéi^ri.

7. Ndé re-puranéi — Ndé nde^re-purahéi^ri.
8. Ndé re-ñe'ẽ — Ndé nde^re-ñe'ẽ^i.
9. Ndé re-hendú — Ndé nde^re-hendú^i.
10. Ndé re-mba.apó — Ndé nde^re-mba.apó^i.

patterned response

1. Ndé^pa nde^re-ñe'ẽ-kuaá^i guaranî?
Nahãniri. Nd^a-ñe'ẽ-kuaá^i guèteri.
2. _____nde^re-leè-kuaá^i guaranî?
Nahãniri. Nd^a-leè-kuaá^i guèteri.
3. Ndé^pa nde^re-scrivî-kuaá^i guaranî?
Nahãniri. Nd^a-scrivî-kuaá^i guèteri.

Use Phase

listening for comprehension

Xé nd^a-stùdia-sé^i guaranî ko'ára.
nd^a-ñe'ẽ-kuaà porã^i guèteri.
nd^a-leè-kuaá^i guèteri.
nd^a-scrivî-kuaá^i guèteri.
nd^a-studià-kuaá^i ko ñe'ẽ.
nd^a-pensa-kuaá^i guèteri guaranî-me.

appropriate response

1. Mba'é re^pa nd^a-stùdia-sé^i guaranî ko'ára?
2. Nd^a-ñe'ẽ-kuaá^i^pa guèteri?
3. Nd^a-leè-kuaá^i^pa guèteri?
4. Nd^a-scrivî-kuaá^i^pa guèteri?
5. Nd^a-studià-kuaá^i^pa ko ñe'ẽ?
6. Nd^a-pensa-kuaá^i^pa guèteri guaranî-me?

directed discourse

1. E-porandú xé-ve mãva^pa o-ñe'ẽ-kuaá italiano.

(alertness check)

interpreting (tell the truth)

1. Have (name) ask you if he knows how to speak Japanese.
2. Have (name) ask you if he knows how to write Russian.
3. Have (name) ask you if he knows how to read Chinese.
4. Have (name) ask you if he knows President Johnson.

appropriate response

1. Mãvaˆpa ndˆo-scriviˆri hĩna ko'ãg̃a-ité?
2. Ndéˆpa ndeˆre-scriviˆri hĩna?
3. Xéˆpa ndˆa-scriviˆri hĩna?

4. Mãvaˆpa ndˆo-ñe'ẽ-kuaáˆi portugués?
5. Ndéˆpa ndeˆre-ñe'ẽ-kuaáˆi portugués?
6. Xéˆpa ndˆa-ñe'ẽ-kuaáˆi portugués?

7. Mãvaˆpa ndˆoi-kotevẽˆi mbà'e-vé ko'ãg̃a?
   etc.

Cycle 4

Manipulation Stage

model

Ndoˆro-ntendéˆi.	We don't understand.

TO THE STUDENT: The negative form for first person plural (oré) is ndoˆ before the VERB and ˆi following it.

repetition

1. Ndoˆro-karúˆi.
2. Ndoˆro-makaneáˆi.
3. Ndoˆro-pytu'úˆi.
4. Ndoˆro-purahéiˆri.
5. Ndoˆro-jepohéiˆri.

6. Ndoˆroj-apóˆi.
7. Ndoˆro-mba.apóˆi.
8. Ndo̲ˆro-ñe'ẽˆi.

patterned response

1. Anĩ ke pe-ñe'ẽ.
2. Anĩ ke pe-hendú.
3. Anĩ ke pe-mba.apó.
4. Anĩ ke pe-makaneá.
5. Anĩ ke pe-sẽ.
6. Anĩ ke pe-hã.aro.
7. Anĩ ke pe-ke.
8. Anĩ ke pe-purahéi.
9. Anĩ ke pe-jeroký.

Ndo̲ˆro-ñe'ẽˆi hĩna.
Ndo̲ˆro-hendúˆi hĩna.
Ndo̲ˆro-mba.apóˆi hĩna.
Ndo̲ˆro-makaneáˆi hĩna.
Ndoˆro sẽˆi hĩna.
Ndo̲ˆro-hã.arõˆi hĩna.
Ndoˆro-keˆi hĩna.
Ndoˆro-purahéiˆri hĩna.
Ndoˆro-jeroký̃ˆi hĩna.

model

Nda̲ˆpe-ntendéˆi.	You-all don't understand.

TO THE STUDENT: The negative form for second person plural (peẽ) is nda` before the verb and ˆi following.

repetition

1. Nda̲ˆpe-ñe-ha'ãˆi.
2. Nda̲ˆpe-ntendéˆi.
3. Nda̲ˆpe-hendúˆi hĩna.
4. Nda̲ˆpe-ñe'ẽ̀-kuáˆi.
5. Nda̲ˆpe-mba.apóˆi hĩna.
6. Nda̲ˆpe-sẽˆi.
7. Ndaˆpe-pytu'úˆi.
8. Ndaˆpei-potáˆi mbà'e-vé.
9. Ndaˆpei-kotevẽ mbà'e-vé.

patterned response

1. Nda̲ˆpe-ntendéˆi, ajéˆpa?
2. Nda̲ˆpe-hendúˆi, ajéˆpa?
3. Ndaˆpe-leéˆi, ajéˆpa?
4. Ndaˆpei-kuáˆi, ajéˆpa?
5. Ndaˆpe-jeroký̃ˆi, ajéˆpa?

Ndo̲ˆro-ntendéˆi.
Ndo̲ˆro-hendúˆi.
Ndo̲ˆro-leéˆi.
Ndoˆroi-kuaáˆi.
Ndoˆro-jeroký̃ˆi.

6.	Nḍoˆro-makaneáˆi, ajéˆpa?	Nḍaˆpe-makaneáˆi.
7.	Nḍoˆro-mba.apóˆi, ajéˆpa?	Nḍaˆpe-mba.apóˆi.
8.	Ndoˆro-hugáˆi, ajéˆpa?	Ndaˆpe-hugáˆi.
9.	Ndoˆro-pytu'úˆi, ajéˆpa?	Ndaˆpe-pytu'úˆi.
10.	Ndoˆro-purahéiˆri, ajéˆpa?	Ndaˆpe-purahéiˆri.

dialog

A. Peẽ nḍaˆpe-ntendéˆi, ajéˆpa?

B. Nḍoˆro-ntendéˆi.

Use Phase

interpreting

1. Tell them that they don't study.
2. Tell them that they don't read.
3. Tell them that they don't write.
4. Tell them that they don't work.
5. Tell them that they don't know how to talk.

directed discourse

1. Er-é ixù-pe kuéra ndˆo-mba.apôˆi há.
2. Er-é ixù-pe kuéra nḍˆo-ntendèˆi há.
3. Er-é ixù-pe kuéra ndˆo-herdùˆi há.
4. Er-é ixù-pe kuéra ndˆo-kèˆi há.
5. Er-é ixù-pe kuéra ndˆo-jeroky ˆi há.
6. Er-é ixù-pe kuéra ndˆo-pytu'ùˆi há.

interpreting

1. Have (name) tell (name) and (name) that they don't work.
2. Have (name) tell (name) and (name) that they don't play.
3. Have (name) tell (name) and (name) that they don't live in Seattle.
4. Have (name) tell (name) and (name) that they don't know how to read Chinese.

listening for comprehension

Oré ndoˆro-jògua-séˆi mbà'e-vé.
Roi-ko Paraguái-pe ha ndọˆroi-kotevẽˆi mbà'e-vé.
Peẽ ndaˆpe-vènde-séˆi mbà'e-vé oré-ve.
Pei-kó Brasil-pe ha ndaˆpei-kotevẽˆi pe-vendé mbà'e-vé.

appropriate response

1. Mba'éˆpa oré ro-jògua-sé?
2. Oré ndoˆroi-kóˆi Brasil-pe, ajéˆpa?
3. Mba'éˆpa pe-vènde-sé oré-ve?
4. Peẽ ndaˆpei-kóˆi Paraguái-pe, ajéˆpa?
5. Ndaˆpei-kotevẽˆi pe-vendé mbà'e-vé. ajéˆpa?

(tell the truth)
1. Peẽ ndaˆpei-kóˆi Utah-pe, ajéˆpa?
2. Peẽˆpa ndaˆpe-ñe'ẽ-kuaáˆiˆpa ruso?
3. Ndaˆpe-ñe'ẽ-kuáˆiˆpa chino?
4. Ndaˆpe-leéˆiˆpa japonés?
5. Peẽˆpa pe-studiá matemáticas?

Cycle 5

Manipulation Phase

model

Ndaˆña-ñe'ẽ va.eràˆi inglés-pe.	We (incl) don't speak in English.

TO THE STUDENT: Negative statements for verbs in the first person plural (incl) are formed by nda before the VERB and i following.

patterned response

1. Ndaˆña-ñe'ẽˆiˆpa? Ndaˆña-ñe'ẽˆi.
2. Ndaˆña-mba.apóˆiˆpa? Ndaˆña-mba.apóˆi.
3. Ndaˆña-hendúˆiˆpa? Ndaˆña-hendúˆi.
4. Ndaˆña-ntendéˆiˆpa? Ndaˆña-ntendéˆi.

5.	Ndaˆja-karúˆiˆpa?	Ndaˆja-karúˆi.
6.	Ndaˆja-jerokýˆiˆpa?	Ndaˆja-jerokýˆi.
7.	Ndaˆja-jepohéiˆriˆpa?	Ndaˆja-jepohéiˆri.
8.	Ndaˆjaj-apóˆiˆpa?	Ndaˆjaj-apóˆi.
9.	Ndaˆña-ñe'ẽ va.erãˆiˆpa?	Nahãniri. Ndaˆña-ñe'ẽ va.erãˆi.
10.	Ndaˆña-mba.apò va.erãˆiˆpa?	Nahãniri. Ndaˆña-mba.apò va.erãˆi.
11.	Ndaˆja-karù va.erãˆiˆpa?	Nahãniri. Ndaˆja-karù va.erãˆi.
12.	Ndaˆjaj-apò va.erãˆiˆpa?	Nahãniri. Ndaˆjaj-apò va.erãˆi.
13.	Ndaˆja-jerokỳ va.erãˆiˆpa?	Nahãniri. Ndaˆja-jerokỳ va.erãˆi.

model

Ña-ñe'ẽ inglés-pe.	Let's speak English.

dialog

A. Ña-ñe'ẽ inglés-pe.

B. Clase-pe ndaˆña-ñe'ẽ va.erãˆi inglés-pe.

Use Phase

directed dialog

1. E-porandú xé-ve ja-jerokỳ va.erãˆpa clase-pe.
2. E-porandú ña-ñe'ẽ va.erãˆpa inglés clase-pe.
3. E-porandú ja-hugà va.erãˆpa pelota biblioteca-pe.
4. E-porandú ja-karù va.erãˆpa cancha-pe.
5. E-porandú ja-kè va.erãˆpa cafetería-pe.
6. E-porandú ña-makaneà va.erãˆpa hospital-pe.

appropriate response

1. Mba'éˆpa ndaˆjaj-apò va.erãˆi clase-pe?
2. Mba'éˆpa ndaˆjaj-apò va.erãˆi biblioteca-pe?
3. Mba'éˆpa ndaˆjaj-apò va.erãˆi cafetería-pe?
4. Mba'éˆpa ndaˆjaj-apò va.erãˆi hospital-pe?
5. Mba'éˆpa ndaˆjaj-apò va.erãˆi dormitorio-pe?

conversion

Pe-studiáˆpa?
Pe-leéˆpa?
Pe-jeroký̃ˆpa?
Pej-apóˆpa?
Pe-mba.apóˆpa?

Ro-kéˆpa?
Ro-jepohéiˆpa?
Ro-purahéiˆpa?
Roi-kóˆpa.á-pe?
Ro-hugáˆpa pelota?

A-porandúˆpa?
A-hendúˆpa?
Ai-kóˆpa pé-pe?
Ai-potáˆpa?
Ai-kuaáˆpa?

Re-studiáˆpa?
Re-purahéiˆpa?
Re-pytu'úˆpa?
Re-ntendéˆpa?
Re-scriviˆpa?

O-leéˆpa?
O-hugáˆpa pelota?
Oi-kò porãˆpa?
Oi-potáˆpa?
Oi-kotevẽˆpa?

Ja-studiáˆpa?
Jai-kuaáˆpa?
Jaj-apóˆpa?
Ña-ñe'ẽˆpa?
Ña-ñe-ha'ãˆpa?

Ndaˆpe-studiáˆiˆpa?
Ndaˆpe-leéˆiˆpa?
Ndaˆpe-jeroký̃ˆiˆpa?
Ndaˆpaj-apóˆiˆpa?
Nd̨aˆmba.apóˆiˆpa?

Ndoˆro-kéˆiˆpa?
Ndoˆro-jepohéiˆriˆpa?
Ndoˆro-purahéiˆriˆpa?
Ndoˆroi-kóˆiˆpa á-pe?
Ndoˆro-hugáˆiˆpa pelota?

Nd̨ˆa-porandúˆiˆpa?
Nd̨ˆa-hendúˆiˆpa?
Ndˆai-koˆiˆpa pé-pe?
Ndˆai-potáˆiˆpa?
Ndˆai-kuaãˆiˆpa?

Ndeˆre-studiáˆiˆpa?
Ndeˆre-purahéiˆriˆpa?
Ndeˆre-pytu'úˆiˆpa?
Ndeˆre-ntendéˆiˆpa?
Ndeˆre-scriviˆriˆpa?

Ndˆo-leéˆiˆpa?
Ndˆo-hugáˆiˆpa pelota?
Ndˆoi-kò porãˆiˆpa?
Ndˆoi-potáˆiˆpa?
Nd̨ˆoi-kotevẽˆiˆpa?

Ndaˆja-studiáˆiˆpa?
Ndaˆjai-kuaáˆiˆpa?
Ndaˆjaj-apóˆiˆpa?
Nd̨aˆña-ñe'ẽˆiˆpa?
Nd̨aˆña-ñe-ha'áˆiˆpa?

translation

1. I don't know how to work.
2. You don't know how to eat.
3. We (incl) don't know how to read.
4. We (excl) don't know how to write.
5. You don't know how to dance.
6. You (pl) don't know how to ask.
7. They don't know how to sing.
8. Carlos doesn't know how to do it.

Cycle 6

Manipulation Phase

model

Péva ndaˆha'éˆi tata-kuá.	That is not an oven.
Ndaˆha'éˆi tata-kuá péva.	It's not an oven, that.

TO THE STUDENT: Verbless phrases are negated by nda before the NOUN and i following.

substitution

Kuré (pig)	Ndaˆha'éˆi kuré péva.
Jaguá (dog)	Ndaˆha'éˆi jaguá péva.
Mburiká (burro)	Ndaˆha'éˆi mburiká péva.
Mberú (fly)	Ndaˆha'éˆi mberú péva.
Mbarakajá (cat)	Ndaˆha'éˆi mbarakajá péva.

model

Kóva^pa tàta-kuá?	Is this an oven?
Tàta-kuá^pa kóva?	

dialog

A. Kóva^pa tàta-kuá?

B. Nahãniri. Nda^ha'é^i tata-kuá péva.

Use Phase

appropriate response (to pictures)

1. Kóva^pa kuré? Mba'é^pa (kóva)?
2. Vacá^pa kóva? Mba'é^pa (kóva)?

directed discourse

1. E-porandú (téra)-pe mberú^pa kóva.
ETC.

Cycle 7

Manipulation Phase

model

Nda^xe-réra^i Carlos.	My name is not Carlos.

model

Nde^ŕéra^pa Carlos?	Is your name Carlos ?

dialog

A. Nde^ŕéra^pa Carlos?

B. Nahãniri. Nda^xe-ŕéra^i Carlos.

Use Phase

interpreting

1. Ask (name) if his name is Carlos.
2. Ask (name) if his name is José.

directed discourse

1. E-porandú (t́éra)-pe nda^ĥéra^i^pa Carlos.
2. Er-é nde^rei-kò^i há á-pe.
3. Mba'é^pa ha'é he-'í ra.è.
   (Ha'é he-'í kurî nd^oi-kò^i há á-pe.)

Cycle 8

Manipulation Phase

model

Nda^ikatú^i^pa re-ñe'ẽ inglés-pe?	Aren't you allowed to speak in English?

TO THE STUDENT: Impersonal Verbs such as ikatú form the negative by nda before the VERB and i following.

patterned response

1. Ndé^pa nda^ikatú^i re-ñe'ẽ?
   Nahãniri, nda^ikatú^i a-ñe'ẽ.
2. Ndé^pa nda^ikatú^i re-leé?
   Nahãniri, nda^ikatú^i a-leé.
3. Peẽ^pa nda^ikatú^i pe-ñe'ẽ?
   Nahãniri, nda^ikatú^i ro-ñe'ẽ.
4. Nda^ikatú^i^pa pe-scriví clase-pe?
   Nahãniri, nda^ikatú^i ro-scriví clase-pe.
5. Nda^ikatú^i^pa a-makaneá cancha-pe?
   Nahãniri, nda^ikatú^i re-makaneá cancha-pe.
6. Nda^ikatú^i^pa re-mba.apó sávado?
   Nahãniri, nda^ikatú^i a-mba.apó.

appropriate response

1. Rei-potá^pa xé a-ñe'ẽ inglés-pe?
2. Èr-e mĩ xé-ve mba'é^pa ha'é he-'í ra.è.
3. Nde^re-ñe'ẽ^i^pa hĩna guaraní.
4. Rei-potá^pa umĩva?
5. Rei-potá^pa ko'ãva?

model

Nd^a-ñe'è-sé^i inglés-pe.	I don't want to talk in English.

TO THE STUDENT: Compound verb forms (-se, ya.erã, kuaá, etc.) are within the negative markers.

dialog

A. Ndaˆikatûˆiˆpa re-ñe'ẽ inglés-pe?
B. Ikatú, pero ndˆa-ñe'ẽ-séˆi.
A. Mba'é reˆpa ndˆre-ñe'ẽ-séˆi inglés?

Cycle 9

Manipulation Phase

model

Ndˆa-ñe'ẽ-kuaá moˈãˆi guaranî.	I won't know how to speak Guarani.

TO THE STUDENT: The future marker ta changes to moˈã in the negative.

substitution

Xé	Ndˆa-ñe'ẽ moˈãˆi guaranî.
Ha'é	Ndˆo-ñe'ẽ moˈãˆi guaranî.
Oré	Ndoˆro-ñe'ẽ moˈãˆi guaranî.
Ndé	Ndeˆre-ñe'ẽ moˈãˆi guaranî.
Ñandé	Ndaˆña-ñe'ẽ moˈãˆi guaranî.
Peẽ	Ndaˆpe-ñe'ẽ moˈãˆi guaranî.

conversion

A-ñe'ẽ ta.	Ndˆa-ñe'ẽ moˈãˆi.
A-hendú ta.	Ndˆa-hendù moˈãˆi.
A-ntendé ta.	Ndˆa-ntendè moˈãˆi.
A-studiá ta.	Ndˆa-studià moˈãˆi.
A-leé ta.	Ndˆa-leè moˈãˆi.
A-hugá ta.	Ndˆa-hugà moˈãˆi.

O-hugá ta.	Ndˆo-hugà mo'ãˆi.
O-jeroký ta.	Ndˆo-jeroký mo'ãˆi.
O-mba.apó ta.	Nd̩ˆo-mba.apò mo'ãˆi.
O-aprendé ta.	Nd̩ˆo-aprendè mo'ãˆi.

patterned response

Anî re-ñe'ẽ.	Ndˆa-ñe'ẽ mo'ãˆi.
Anî re-makaneá.	Nd̩ˆa-makaneà mo'ãˆi.
Anî re-purahéi.	Nd̩ˆa-purahèi mo'ãˆi.
Anî pe-hendú.	Nd̩oˆro-hendù mo'ãˆi.
Anî pe-studiá.	Ndoˆro-studià mo'ãˆi.
Anî pe-hugá.	Ndoˆro-hugà mo'ãˆi.

model

Ndˆa-stùdia-véˆi ramo...	If I don't study more...

variable slot substitution

A-stùdia-vé ramo, a-ñe'ẽ-kuaá ta guaranî.

A-stùdia-vé ramo, a-ñe'ẽ-kuaá ta karaî-ñe'ẽ.

A-lèe-vé ramo, a-ñe'ẽ-kuaá ta karaî-ñe'ẽ.

A-lèe-vé ramo, a-scrivî-kuaá ta karaî-ñe'ẽ-me

A-lèe-vé ramo, a-scrivî-kuaá ta guaranî-me.

A-lèe-vé ramo, a-ñe'ẽ-kuaá ta guaranî.

A-stùdia-vé ramo, a-ñe'ẽ-kuaá ta guaranî.

Ndˆa-stùdia-véˆi ramo, ndˆa-ñe'ẽ-kuaà mo'ãˆi guaranî.

Ndˆa-stùdia-véˆi ramo, ndˆa-ñe'ẽ-kuaà mo'ãˆi karaî-ñe'ẽ

Ndˆa-lèe-véˆi ramo, nd̩ˆa-ñe'ẽ-kuaà mo'ãˆi karaî-ñe'ẽ.

Ndˆa-lèe-véˆi ramo, ndˆa-scrivî-kuaà mo'ãˆi karaî-ñe'ẽ-me.

Nd̩ˆa-ñẽ'e-véˆi ramo, ndˆa-scrivî-kuaà mo'ãˆi karaî-ñe'ẽ-me.

Nd̥ˆa-ñẽ'e-véˆi ramo, ndˆa-scrivĩ-kuaà mo'ãˆi guaranĩ.

Nd̥ˆa-ñẽ'e-véˆi ramo, nd̥ˆa-ñe'ẽ-kuaà mo'ãˆi guaranĩ.

Ndˆa-stùdia-véˆi ramo, nd̥ˆa-ñe'ẽ-kuaà mo'ãˆi guaranĩ.

patterned response

1. Mba'é reˆpa re-stùdia-vé hĩna?
   Ndˆa-stùdia-véˆi ramo, nd̥ˆa-ñe'ẽ-kuaà mo'ãˆi.
2. Mba'é reˆpa re-ñẽ'e-vé hĩna?
   Nd̥ˆa-ñẽ'e-véˆi ramo, nd̥ˆa-ñe'ẽ-kuaà mo'ãˆi.
3. Mba'é reˆpa rej-àpo-vé hĩna?
   Nd̥ˆaj-àpo-véˆi ramo, ndˆaj-apò-kuaà mo'ãˆi.
4. Mba'e reˆpa re-lèe-vé hĩna?
   Ndˆa-lèe-veˆi ramo, ndˆa-leẽ-kuaà mo'ãˆi.

model

Mba'é reˆpa re-stùdia-vé hĩna?	Why are you studying more?

dialog

A. Mba'é reˆpa re-stùdia-vé hĩna?

B. Ndˆa-stùdia-véˆi ramo, nd̥ˆa-ñe'ẽ-kuaà mo'ãˆi guaranĩ.

dialog

Mba'éˆpa oi-kó ta nd̥eˆre-ñe'ẽˆi rõ?	What will happen if you don't speak?

substitution

Nde^re-ñe'ẽ^i rõ.	Mba'é^pa oi-kó ta nde^re-ñe'ẽ^i rõ?
Nde^re-studiá^i rõ.	Mba'é^pa oi-kó ta nde^re-studiá^i rõ?
Nde^re-leé^i rõ.	Mba'é^pa oi-kó ta nde^re-leé^i rõ?
Nde^re-aprendé^i rõ.	Mba'é^pa oi-kó ta nde^re-aprendé^i rõ?
Nd^a-ñe'ẽ^i rõ.	Mba'é^pa oi-kó ta nd^a-ñe'ẽ^i rõ?
Nd^a-studiá^i rõ.	Mba'é^pa oi-ko ta nd^a-studiá^i rõ?
Nda^pe-ñe'ẽ^i rõ.	Mba'é^pa oi-kó ta nda^pe-ñe'ẽ^i rõ?
Nda^pe-studiá^i rõ.	Mba'é^pa oi-kó ta nda^pe-studiá^i rõ?
Ndo^ro-ñe'ẽ^i rõ.	Mba'é^pa oi-kó ta ndo^ro-ñe'ẽ^i rõ?
Ndo^ro-studiá^i rõ.	Mba'é^pa oi-kó ta ndo^ro-studiá^i rõ?

translation

1. What will happen if you don't eat?
   Mba'é^pa oi-kó ta nde^re-karú^i rõ?
2. What will happen if I don't sleep?
   Mba'é^pa oi-kó ta nd^a-ké^i rõ?
3. What will happen if he doesn't work?
   Mba'é^pa oi-kó ta nd^o-mba.apó^i rõ?

model

Nda^ikatù mo'ã^i apytá Paraguái-pe.	I won't be able to remain in Paraguay.

translation

1. I won't be able to remain in Perú.
   Nda^ikatù mo'ã^i a-pytá Perú-pe.
2. I won't be able to study in the dorm.
   Nda^ikatù mo'ã^i a-studiá dormitorio-pe.
3. I won't be able to eat in the cafetería.
   Nda^ikatù mo'ã^i a-karú cafetería-pe.
4. I won't be able to sleep in the hospital.
   Nda^ikatù mo'ã^i a-ké hospital-pe.
5. You won't be able to work there.
   Nda^ikatù mo'ã^i re-mba.apó pé-pe.

dialog

A. Mba'é^pa ȯi-kó ta nḍe^re-ñe'ẽ^i rȍ?

B. Nḍ^a-ñe'ẽ̀-kuaá^i rȍ, nda^ikatù mo'ã^i a-pytá Paraguái-pe.

Cycle 10

Manipulation Phase

model

Nda^ikatú^i gui.	Because I couldn't (or can't).

TO THE STUDENT: gui is also used in the meaning of 'because'.

A-pỳta-sé kurì á-pe.	I wanted to stay here.
A-pỳta-sé gui kurì á-pe.	Because I wanted to stay here.

dialog

A. Moõ^pa re-hó ra.è? Mìsa há-pe^pa?

B. Nahãniri, a-há kurì jeròky há-pe. Mba'é re^pa nde^re-ju^i ra.è xe-ndivé?

A. Nda^ikatú^i gui.

patterned response

1. Moõ^pa re-hó ra.è? Mìsa há-pe^pa?
   Nahãniri, a-há kurì (baile) há-pe. Mba'é re^pa nde^re-ju^i ra.è xe-ndivé?
   (Nda^ikatú^i gui.)

2. Moõ^pa re-hó ra.è? La ñorãiro há-pe^pa?
   Nahãniri, a-há kurì (misa) há-pe. Mba'é re^pa nde^re-ju^i ra.è xe-ndivé?

3. Moõ^pa re-hó ra.è? La je-karù-guàsu há-pe^pa?
   Nahãniri. A-há kurì _____ há-pe. Mba'é re^pa nde^re-ju i ra.è xe-ndivé?

4. Moõ^pa re-hó ra.è? La ñe-mbo-'e há-pe^pa?
   Nahãniri. A-há kurì _____ há-pe. Mba'é re^pa nde^re-ju^i ra.è xe-ndivé?

1. Moõ^pa o-hó ra.è la nde-socio? Mìsa há-pe^pa téra^pa baile há-pe?
   Ha'é o-hó kurì _____ há-pe. Mba'é re^pa nde^re-hó^i ra.è he-ndivé?

2. Moõ^pa o-hó ra.è la xe-hermano? Reunion há-pe^pa tẽra^pa partido há-pe?
   Ha'é o-hó kurì _____ há-pe. Mba'é re^pa nde^re-hó^i ra.è he-ndivé?

3. Moõ^pa o-hó ra.è la xe-rũ? La o-manò va há-pe^pa tẽra^pa la je-karù-guàsu há-pe?
   O-hó kurì _____ há-pe. Mba'é re^pa nde^re-ho^i ra.è he-ndivé?

4. Moõ^pa o-hó ra.è la xe-sỹ? La ñe-mbo-'e há-pe^pa tẽra^pa céntro-pe?
   O-hó kurì _____ há-pe. Mba'é re^pa nde^re-hó^i ra.è he-ndivé?

model

A-ha kurì xe-amigo-ndi.	I went with my friend.

TO THE STUDENT: -ndi(ve) 'in accompaniment with' in combination with person nouns, generally occurs without the ve:

Carlos-ndi
Carlos ha María-ndi
pe karaí-ndi

N. B. 'with' in the sense 'by means of' as in 'he killed him with a pencil' is translated with pe, not with ndi(ve):

O-juká peteĩ lápis-pe.

model

Mãva-ndi^pa re-hó ra.e?	Who did you go with?

TO THE STUDENT: Mãva-ndi or mãva-ndive means 'with whom'.

dialog

A. Mãva-ndi^pa re-hó ra.è baile há-pe?

B. A-há kurĩ peteĩ xe-amigo-ndi.

A. Ndé^pa re-jerokỹ-kuaá?

B. Mixi mĩ-nte.

Use Phase

listening for comprehension

Xé a-há kurĩ peteĩ je-karù-guasu há-pe.

(etc.)

appropriate response

1. Mãva^pa o-hó ra.è, peteĩ je-karù-guasu há-pe ?

2. Kuehé^pa a-há ra.è ?

(etc.)

(tell the truth)

1. Mãva-ndi^pa re-karú ta ko'ára ?
2. Mãva-ndi^pa re-karú ra.è kuehé ?
3. Mäva-ndi^pa re-kàru-sé ko'éro ?
4. Re-kàru-sé^pa xe-ndive ko pyharé ?
5. Mâva-ndi^pa re-kàru-sé ko pyharé ?

Cycle 11

Manipulation Phase

model

A.	Ro-ñe'è-se mĩ karaí Lopez-ndi.	We want to speak (some) with Mr. Lopez.
B.	Mba'é ?	What ?
A.	Ikatú^pa ro-ñè'e mĩ karaí Lopez-ndi ?	May we speak (a little) with Mr. Lopez ?

TO THE STUDENT: mi 'a little', 'some' is frequently used as a modulator in sentences like the above.

conversion (add the modulator mĩ to the verb complex)

Ro-ñè'e-sé pende-ndivé. : Ro-ñè'e-se mĩ pende-ndivé.

A-mbà.apo-sé pende-ndivé. :

O-stùdia-sé ñande-ndivé. :

O-hùga-sé pelota ñande-ndivé. :

Ikatú^pa ro-ñe'é pende-ndivé ? : Ikatú^pa ro-ñè'e mi pende-ndivé?

Ikatú^pa ro-mba.apó pende-ndivé ? :

Ikatú^pa ja-studiá he-ndivé ? :

Ikatú^pa ja-hugá pelota he-ndivè kuéra ? :

repetition

Ikatú^pa ro-ñè'e mĩ karaí Carlos-ndi ?

Ikatú^pa ro-ñè'e mĩ karaí Carlos-ndi ?

Ikatú^pa ro-hùga mĩ nde-hermano-ndi ?

Ikatú^pa ro-ñè'e mĩ nde-hermano-ndi ?

Ikatú^pa ro-hò mĩ pe kuñataí-ndi ?

Ikatú^pa a-ñè'e mĩ pe kuñataí-ndi ?

Ikatú^pa a-ñè'e mĩ pe karaí-ndi ?

patterned response

1.	Ikatú^pa ro-ñè'e mĩ karaí Carlos-ndi ?	Mãva-ndi ?
2.	Ikatú^pa ro-ñè'e mĩ nde-hermano-ndi ?	Mãva-ndi ?
3.	Ikatú^pa ro-ñè'e mĩ pe kuñataí-ndi ?	Mãva-ndi ?
4.	Ikatú^pa ro-ñè'e mĩ pe karaí-ndi ?	Mãva-ndi ?
5.	Ikatú^pa ro-ñè'e mĩ Ña Maria-ndi ?	Mãva-ndi ?
6.	Ikatú^pa ro-ñè'e mĩ Don José-ndi ?	Mãva-ndi ?

model

Ikatú.	You may.
Mba'é gui^piko nd^ikatù mo'ã^i.	Of course you may.

(literally: 'why couldn't you ?'
or the Spanish 'cómo no')

TO THE STUDENT: a. Mba'é gui^piko means 'why'; 'because of what ?'
b. piko is a question marker like pa. The difference between pa and piko seems to be in the attitude of the speaker toward the person addressed. Piko is used generally to show a close personal interest in the matter. Pa is more direct and shows neutrality.
c. nda^ikatú^i is frequently shortened to nd^ikatú^i.

conversion (change pa to piko)

Mba'é^pa er-é ra.è ? Mba'é^piko er-é ra.è ?

Mba'é re^pa rej-ú ra.è ko á-pe ?

Mba'é gui^pa re-hó ra.è nde-róga-pe ?

Re-kàru-sé^pa xe-ndivé ?

dialog

A. Ikatú^pa ro-ñè'e mĩ karaí Lopez-ndi ?

B. Ikatú. Mba'é gui^piko nd^ikatú mo'ã^i pe-hasá, pe-guapý. A-henõi ta xu-pe.

A. Ro-agradecé ndé-ve.

Use Phase

listening for comprehension

Roberto ha Francisco pelota i-pope kuéra o-guahẽ ha o-jepopeté don García róga portón-pe. O-sẽ peteĩ mita-kuña ha o-porandú xù-pe kuéra: "Mba'é^pa pei-potá ? "

"Ikatú^pa ro-ñè'e mĩ Don García-ndi ?" he-'í Roberto.

"Mãva-ndi ?" he-'í la mita-kuña.

"Don García-ndi", he-'í Francisco, "tẽra^pa nd^ikatú^i ro-ñe'ẽ he-ndivé ?"

"Ikatú. Mba'é gui^piko nd^ikatú mo'ã^i. En seguida." He-'í la mita-kuña ha oi-ké la óga-pe ha en seguida o-sè jevý ha he-'í "Don García nd^ikatú mo'ã^i o-ñe'ẽ pende-ndivé, oi-kuaà-sé mba'é^pa pei-potá."

"Oré ro-hùga-sé pelota, ha roi-kuaà-sé ikatúˆpa ro-hugã i-canhha-pe",
he-'í Roberto.

"Mba'é guiˆpiko ndˆikatù mo'ãˆi. Ikatú pe-hùga-sé vove-nte.
Xé Don García-rajý", he-'í la mita-kuña.

appropriate response

1. Moõˆpa o-hó Roberto ha Francisco ?
2. Mba'éˆpa ogue-re há i-pò-pe kuéra?
3. Mãvaˆpa o-sẽ hendù-pe kuéra ?
4. Mba'éˆpa o-porandú xù-pe kuéra la mita-kuña ?
5. Mba'éˆpa he-'í Roberto ?
6. Ha mba'éˆpa he-'í Francisco ?
7. Mba'éˆpa oj-apó la mita-kuña ?
8. Mba'éˆpa oi-kuaàsé Don García ?
9. Ikatúˆpa o-ñe'ẽ hè-ndive kuéra Don García ?
10. Mba'éˆpa o-hùga-sé Roberto ha Francisco ?
11. Moõˆpa o-hùga-sé Roberto ha Francisco ?
12. Mba'éˆpa he-'í la mita-kuña ?
13. Mãva-rajýˆpa la mita-kuña ?

Cycle 12

Manipulation Phase

model

O-ĩˆpa so'ó ?	Is there meat ? (Hay carne ?)
O-ĩˆpa jetý ?	Are there sweet potatoes ?

TO THE STUDENT: The verb o-ĩ is equivalent here in meaning to Spanish hay.
It makes no differentiation between singular and plural.

substitution

so'ó	O-Ĩ^pa so'ó ?
jetý	O-Ĩ^pa jetý ?
pirá (fish)	O-Ĩ^pa pirá ?
kumandá (beans)	O-Ĩ^pa kumandá ?
juký	O-Ĩ^pa juký ?
jùky-sý	O-Ĩ^pa jùky-sý ?

model

Nda^i-po^ri.	There isn't (no hay).

TO THE STUDENT: nda^i-po^ri is the negative form of o-Ĩ when it means 'no hay'; nda^i-po^ri mba'é re^pa means 'no hay de que'.

Use Phase

listening for comprehension

O-Ĩ pirá pero nda^i-po^ri so'ó.
O-Ĩ kumandá pero nda^i-po^ri arrós.
O-Ĩ jùky-sý pero nda^i-po^ri juký.

appropriate response

1. O-Ĩ^pa so'ó ?
2. O-Ĩ^pa arrós ?
3. O-Ĩ^pa jùky-sý ?

4. O-Ĩ^pa clase ko'ãga ?
5. O-Ĩ ta^pa clase ko'ẽro ?
6. O-Ĩ^pa ra.è clase domingo ?

Cycle 13

Manipulation Phase

model

Hi'ã xé-ve oi-mẽ centro-pe.	I think he's in town.
Oi-mẽ ne centro-pe hĩna.	He might be in town.
A lo mejor oi-mẽ centro-pe.	Perhaps he's in town.

TO THE STUDENT: The verb -Imẽ is used in location expressions like Spanish estar.

substitution

centro	Hi'ã xé-ve oi-mẽ centro-pe.
tupaó (church)	Hi'ã xé-ve oi-mẽ tupaó-pe.
cine	Hi'ã xé-ve oi-mẽ cine-há-pe.
mercado	Hi'ã xé-ve oi-mẽ mercado-pe.
centro	Oi-mẽ ne centro-pe hĩna.
tupaó	Oi-mẽ ne tupaó-pe hĩna.
cine	Oi-mẽ ne cine-ha-pe hĩna.
mercado	Oi-mẽ ne mercado-pe hĩna.
centro	A lo mejor oi-mẽ centro-pe.
tupaó	A lo mejor oi-mẽ tupaó-pe.
cine	A lo mejor oi-mẽ cine-ha-pe.
mercado	A lo mejor oi-mẽ mercado-pe.

variable slot substitution

Hi'ã xé-ve ha'é oi-mẽ centro-pe ko'ãga.
Hi'ã xé-ve ha'é oi-mẽ tupaó-pe ko'ãga.
Hi'ã xé-ve ha'è kuéra oi-mẽ tupaó-pe ko'ãga.
Hi'ã xé-ve ha'è kuéra oi-mẽ tupaó-pe ko'ára.
A lo mejor ha'è kuéra oi-mẽ tupaó-pe ko'ára.

model

A. O-ĩ^pa hĩna nde-r̃ú?	Is your father (at home)?
B. Nd^o-ĩ^ri hĩna.	He's not (at home).

TO THE STUDENT: The verb o-Ĩ is used like 'estar' in Spanish to indicate 'being present or at home'. The negative of o-Ĩ in this usage is not the irregular ndaˆi-porˆi but the regular nd^o-ĩ^ri.

model

Moõ^pa oi-mẽ ne?	Where would (might) he be? (Dónde estaría?)

TO THE STUDENT: ne is a postfix which is equivalent in meaning to the Spanish suffix -ía in 'estaría'.

dialog

A. O-ĩ^pa hĩna nde-r̃ú?	
B. Nd^o-ĩ^ri hĩna.	
A. Ha moõ^pa oi-mẽ ne?	
B. A lo mejor oi-mẽ centro-pe.	

substitution

xe-ŕóga	Aj-ú hĩna xe-ŕóga gui.
mercado	Aj-ú hĩna mercado gui.
centro	Aj-ú hĩna centro gui.
tupaó (church)	Aj-ú hĩna tupaó gui.
kokué (field)	Aj-ú hĩna kokué gui.
Luque	Aj-ú hĩna Luque gui.
Paraguaý	Aj-ú hĩna Paraguaý gui.
aeropuerto	Aj-ú hĩna aeropuerto gui.
upé	Aj-ú hĩna upé gui.

model

Moõ gui^pa rej-ú hĩna?	Where are you coming from?

TO THE STUDENT: moõ gui^pa 'from where'.

dialog

A. Moõ gui^pa rej-ú hĩna?

B. Aj-ú hĩna xe-ŕóga gui.

patterned response

1. Moõ gui^pa ndé rej-ú hĩna? Centro gui^pa?
   Hẽe, aj-ú hĩna centro gui.

2. Moõ gui^pa ndé rej-ú hĩna? Tupaó gui^pa?
   Hẽe, aj-ú hĩna tupaó gui.

3. Moõ gui^pa ndé rej-ú hĩna? Nde´ŕóga gui^pa?
   Hẽe, aj-ú hĩna xe-ŕóga gui.

4. Moõ gui^pa peẽ pej-ú hĩna? Mercado gui^pa?
   Hẽe, roj-ú mercado gui.

5. Moõ gui^pa rej-ú ra.è? Centro gui^pa?
   Hẽe aj-ú kurĩ centro gui.

6. Moõ gui^pa Carlos o-ú hĩna? Hóga gui^pa?
Hẽe, o-ú hóga gui.

7. Moõ gui^pa pej-ú ra.è? Tupaó gui^pa?
Hẽe, roj-ú kurì tupaó gui.

8. Moõ gui^pa ha'é o-ú ra.è? Mercado gui^pa?
Hẽe, o-ú kurì mercado gui.

Use Phase

directed discourse

1. E-porandú (téra)-pe moõ gui^pa o-ú hĩna.
2. E-porandú (téra)-pe moõ gui^pa xé aj-ú hĩna.
3. E-porandú (téra)-pe moõ gui^pa o-ú ra.è.
4. E-porandú (téra)-pe moõ gui^pa xé aj-ú ra.è.
5. E-porandú (téra)-pe o-ú^pa hĩna cafetería gui.
6. E-porandú (téra)-pe o-ú^pa ra.è dormitorio gui.
7. E-porandú (téra)-pe aj-ú^pa ra.è clase gui.
8. E-porandú (téra)-pe jaj-ú^pa hĩna hospital gui.

interpreting

1. Ask (name) where he's coming from.
2. Have (name) ask (name) where he's coming from.
3. Ask (name) where he just came from.
4. Have (name) ask (name) where he just came from.
5. Ask (name) if he's coming from church.
6. Have (name) ask (name) if he's coming from church.
7. Ask (name) if he just came from over there.
8. Have (name) ask (name) if he just came from over there.
ETC.

listening for comprehension

Ko voluntario o-ú California gui, ha péva o-ú Texas gui. La o-ú va California gui héra Roberto, ha la o-ú va Texas gui héra David.

appropriate response

1. Moõ gui^pa o-ú la voluntario ñéra va Roberto?
2. ha moõ gui^pa o-ú la voluntario ñéra va David?
3. Moõ gui^pa ndé rej-ú? Norteamérica gui tẽra^pa Sudamerica gui?
4. Moõ gui^pa o-ú la nde-socio?
5. Moõ gui^pa o-ú la nde-sý?
6. Xé aj-ú kurĩ cafetería gui? Ndé^pa rej-ú ra.è upé gui aveí?
7. Carlos o-ú kurĩ amó gui. Ha ndé?
8. Moõ gui^pa peẽ pej-ú ra.è?

model

Jai-pe'á la i-ky'á va la i-potĩ va gui.	Let's separate (quitar) the dirty ones from the clean ones.

substitution

Teacher: Jai-pe'á la i-ky'á va la i-potĩ va gui.
Student: Jai-pe'á la i-ky'á va la i-potĩ va gui.

Teacher: Jai-pe'á la ñasý va la hesãi va gui.
Student: Jai-pe'á la ñasý va la hesãi va gui.

Teacher: Jai-pe'á la i-pukú va la mbyký va gui.
Student: Jai-pe'á la i-pukú va la mbyký va gui.

Teacher: Jai-pe'á la i-kyrá va la pirú va gui.
Student: Jai-pe'a la i-kyrá va la pirú va gui.

Teacher: Jai-pe'á la i-tujá va la i-pyahú va gui.
Student: Jai-pe'á la i-tujá va la i-pyahũ va gui.

model

Mba'é^pa jaj-apó ta ko'á aõ gui?	What shall we do with these clothes?

substitution

Teacher: Mba'é^pa jaj-apó ta ko'ã aó gui?
Student: Mba'é^pa jaj-apó ta ko'ã aó gui?

Teacher: Mba'é^pa jaj-apó ta ko'ã ryguasú rày gui?
Student: Mba'é^pa jaj-apó ta ko'ã ryguasú rày gui?

Teacher: Mba'é^pa jaj-apó ta ko'ã guyrá gui?
Student: Mba'é^pa jaj-apó ta ko'ã guyrá gui?

Teacher: Mba'é^pa jaj-apó ta ko'ã kuré gui?
Student: Mba'é^pa jaj-apó ta ko'ã kuré gui?

Teacher: Mba'é^pa jaj-apó ta ko'ã sapatú gui?
Student: Mba'é^pa jaj-apó ta ko'ã sapatú gui?

Cycle 14

Manipulation Phase

model

Er-é xu-pé anî ẽresarái ti i-livro gui.	Tell him not to forget his book.
Anî nde-ẽresarái ti nde-livro gui.	Don't forget your book.

TO THE STUDENT: 1. Ẽresarái is a QUALITY VERB. Its object (in English translation) is followed by gui. One 'forgets from something!'

2. The imperative forms of ẽresarái are:

Nde-ẽresarái xuguí!	Forget him!
Pende-ẽresarái xuguí!	Forget him!
Anî (kena) nde-ẽresarái (ti) xuguí!	Don't forget him!
Anî (kena) pende-ẽresarái (ti) xuguí!	Don't forget him!

directed discourse

1. Èr-e mĩ (t̃éra)-pe anĩ ñesarái ti i-livro gui.
2. Èr-e mĩ (t̃éra)-pe anĩ ñesarái ti xe-lápis gui.
3. Èr-e mĩ (t̃éra)-pe anĩ ñesarái ti nde-sý gui.
4. Èr-e mĩ (t̃éra ha t̃éra)-pe anĩ ñesarái ti nde-t̃ú gui.
5. Èr-e mĩ (t̃éra ha t̃éra)-pe anĩ ñesarái ti nde-coche gui.
6. Èr-e mĩ (t̃éra ha t̃éra)-pe anĩ ñesarái ti xe-chica gui.
7. Èr-e mĩ (t̃éra ha t̃éra)-pe anĩ ñesarái ti ñóga gui.
8. Èr-e mĩ (t̃éra ha t̃éra)-pe anĩ ñesarái ti ñéra gui.
9. Èr-e mĩ (t̃éra ha t̃éra)-pe anĩ ñesarái ti xe-heguí.
10. Èr-e mĩ (t̃éra ha t̃éra)-pe anĩ ñesarái ti nde-heguí.

model

O-kañỹ^pa ra.è nde-hegui la nde-plata?	Did you lose your money? (Se le perdió su dinero?)
Hẽe, ho-'á kurĩ xe-heguí.	Yes, I dropped it. (Sí, se me cayó.)

TO THE STUDENT: 1. The structure of these sentences is comparable to the structure of the Spanish equivalents.

2. Conjugation of the vowel-stem verb -'a 'to fall'. (As with most other vowel-stem verbs, -'a is irregular only in first person singular and third person.)

ho-'á	I fall	ro-'á	we fall
		ja-'á	we fall
re-'á	you fall	pe-'á	you fall
		ho-'á	he falls

translation

1. Did you lose your money? — O-kañỹ^pa ra.è nde-heguí la nde-plata?
2. Did I lose my money? — O-kañỹ^pa ra.è xe-heguí la xe-plata?
3. Yes, you dropped it. — Hẽe ho-'á nde-heguí.
4. Did we lose our gold?
5. Yes, you (pl) dropped it.
6. Did he lose his gold?
7. Yes, he dropped it.

Use Phase

appropriate response

1. Moõ^pa o-kañỹ ra.è nde-heguí la nde-livro?
2. Moõ^pa ho-'á ra.è nde-heguí la nde-lápis?
3. Araka'é^pa o-kañỹ ra.è nde-heguí la nde-reló ?
4. Mba'é ixa^pa o-kañỹ ra.è nde-heguí la nde-anillo?
5. Mba'é^pa la o-kañỹ va Carlos gui?

interpreting

1. Ask (name) where he lost his watch.
2. Ask (name) when he lost his glasses (lente).
3. Ask (name) how he lost his money.
4. Ask (name) if he lost his book.
5. Ask (name) where you dropped your ring.
6. Ask (name) how I dropped my glasses.
7. Ask (name) when we dropped our necklace (collar).
8. Ask (name) if they dropped their books.

Cycle 15

Manipulation Phase

model

A-há hĩna xe-ŕóga-pe.	I'm going to my house.

TO THE STUDENT: Remember that the verb -ho 'go' is irregular in the first person singular and inclusive.

		ro-hó
a-há		
		ja-há
re-hó		pe-hó
	o-hó	

substitution

xẽ	A-há hĩna xe-ŕóga-pe.
ñandé	Ja-há hĩna ñande-ŕóga-pe.
peẽ	Pe-hó hĩna pende-ŕóga-pe.
ndé	Re-hó hĩna nde-ŕóga-pe.
oré	Ro-hó hĩna ore-ŕóga-pe.
ha'é	O-hó hĩna ĥóga-pe.
xé	A-há kurì xe-ŕóga-pe.
ñandé	Ja-há kurì ñande-ŕóga-pe.
peẽ	Pe-hó kurì pende-ŕóga-pe.
ndé	Re-hó kurì nde-ŕóga-pe.
oré	Ro-hó kurì ore-ŕóga-pe.
ha'é	O-hó kurì ĥóga-pe.

dialog

A.	Moõ^pa re-hó hĩna?
B.	A-há hĩna xe-ŕóga-pe.

patterned response

1. Moõ^pa re-hó ra.è? Luque-pe^pa tẽra^pa Paraguaý-pe?

   A-há kurì _____-pe.

2. Moõ^pa re-hó ra.è? Villarrica-pe^pa tẽra^pa Concepción-pe?

   A-há kurì _____-pe.

   ETC.

Use Phase

listening for comprehension

Xé a-há kurì Luque-pe.
José o-hó kurì upé-pe aveí.
Ha David-amigo o-hó kurì Paraguaý-pe.

appropriate response

1. Moõ^pa xé a-há ra.è?
2. Ha moõ^pa José o-ho ra.è?
3. Nd^o-ho^i^pa ra.è Paraguaý-pe?
4. David o-hó kurì Luque-pe aveí, ajé^pa?

   (tell the truth)
5. Moõ^pa ndé ro-ho-sé ko'ára?
6. Moõ^pa ndé re-hó ta ko'ẽra?
7. Moõ^pa ndé ro-hó ra.è kuehé?
8. Moõ^pa ndé re-hó va.erã ko'ãg̃a?
9. Ndé^pa re-hó ra.è banco-pe ko'ára?

Cycle 16

Manipulation Phase

model

A-há kurì la reuniòn há-pe.	I went to the meeting.

TO THE STUDENT: Certain things, when conceived of as activities or events which are held and which one may attend require a postfix há. Many words which take this postfix are also used without it to refer to a place or to name an activity. For example:

reunión	the name of the activity.
reuniòn há	the 'holding' of a meeting, the activity or event which one may attend.
misa	(Catholic 'mass') the name of the activity.
misa há	the 'holding' of mass, the activity or event one may attend.
jeroký	the name of an activity or event.
jerokỳ há	the 'holding' of the event.
travaho	work
travaho há	place of work

substitution

casamiento há	A-há hĩna peteĩ casamiento há-pe.
cumpleaños há	A-há hĩna peteĩ cumpleaños há-pe.
santo àra há	A-ha hĩna peteĩ santo àra há-pe.
baile há	A-há hĩna peteĩ baile há-pe.
fiesta há	A-há hĩna peteĩ fiesta há-pe.
partido há	A-há hĩna peteĩ partido há-pe.
cine há	A-há hĩna peteĩ cine há-pe.
desfile há (parade)	A-há hĩna peteĩ desfile há-pe.

carrera há (races)	A-há hĩna la carrera há-pe.
la je-karù guàsu há (banquet)	A-há hĩna la je-karù guàsu há-pe.
ñorãiro há (fight)	A-há hĩna la ñorãiro há-pe.
ñe-ñõty há (burial)	A-há hĩna la ñe-ñõty há-pe.
o-manò va há (funeral)	A-há hĩna la o-manõ va há-pe.
velorio há (wake)	A-há hĩna la velorio há-pe.
kurè-jùka há (pig killing)	A-há hĩna la kurè-jùka há-pe.
ñe-mbò'e há (praying place)	A-há hĩna la ñe-mbò'e há-pe.

dialog

A. Moõ^pa re-hó ra.è?

B. A-há kurì la reuniòn há-pe.

model

Ja-há xe-ndivé.	Come with me. (literally: Let's go with me.)
Ej-ú he-ndivé.	Come with him.

TO THE STUDENT: ndivé 'in accompaniment' in combination with pronouns:

xe-ndivé	ore-ndivé
nde-ndivé	ñande-ndivé
hẽ-ndivé	pende-ndivé
	he-ndivè kuéra

'Come with me' is ja-há xe-ndivé not ej-ú xe-ndivé. 'Come with him' is ej-ú he-ndivé.

patterned response

1. Moõ^pa re-hó hĩna? La fiesta há-pe^pa?
   Hẽe, a-há la fiesta há-pe. Ja-há xe-ndivé.

2. Moõ^pa re-hó hĩna? Peteĩ cine há-pe^pa?
   hẽe, a-há peteĩ cine há-pe. Ja-há xe-ndivé.

3. Moõ^pa re-hó hĩna? Nde-amigo-cumpleaños há-pe^pa?
   Hẽe, a-há xe-amigo-cumpleaños há-pe. Ja-há xe-ndivé.

4. Moõ^pa re-hó hĩna? Peteĩ ñe-ñõ̀ty há-pe^pa?
   Hẽe, a-há peteĩ ñe-ñõ̀ty há-pe. Ja-há xe-ndivé.

5. Moõ^pa re-hó hĩna? La nde-hermano-ñe-ñõ̀ty há-pe^pa?
   Hẽe, a-há xe-hermano-ñe-ñõ̀ty há-pe. Ja-há xe-ndivé.

6. Moõ^pa re-hó hĩna? Peteĩ ñorãiro há-pe^pa?
   Hẽe, a-há peteĩ ñorãiro há-pe. Ja-há xe-ndivé.

Cycle 17

Manipulation Phase

patterns for study

A-sẽ ta ko'á gui	I'll leave from here.
O-ú ta amõ gui.	He'll come from there.
Oi-pe'á ore-heguí ore-plata.	He took our money from us. (se nos quitó el dinero)
Mba'é^pa aj-apó ta i-xuguí?	What shall I make from it, or what shall I do with it?
O-kañỹ i-xuguí i-plata.	He lost his money (se le perdió [de él] su plata)
Xe-ř̃esarái ta pende-heguí.	I will forget you.
Oi-kó ta xuguí gènte porã.	He'll become a fine person.

TO THE STUDENT:

1. The basic meaning of gui is 'from' or 'out of'. Note also the numerous 'idiomatic' uses above.

2. Person paradigm of gui

xe-heguí		ore-heguí ñande-heguí
nde-heguí		pende-heguí
xuguí	or	i-xuguí

model

Aj-ú hĩna xe-ř̃óga gui.	I'm coming from my house.

Cycle 18

Manipulation Phase

model

A-nacé vakue Itapu'amĩ-me.	I was born in Itapu'amĩ.

substitution

O-nacé	O-nacé vakue Itapu'amĩ-me.
O-mendá	O-mendá vakue Itapu'amĩ-me.
O-manó	O-manõ vakue Itapu'amĩ-me.
O-ñe-ñotỹ	O-ñe-ñotỹ vakue Itapu'amĩ-me.

model

Moõ^pa o-nacé raka.e ?	Where was he born ?

substitution

O-nacé	Moõ^pa o-nacé raka.e ?
O-mendá	Moõ^pa o-mendá raka.e ?
O-manó	Moõ^pa o-manõ raka.e ?
O-ñe-ñotỹ	Moõ^pa o-ñe-ñotỹ raka.e ?

dialog

A. Moõ^pa re-nacé raka.e ?
B. A-nacé vakue Itapu'amĩ-me.

A. Ha moõ^pa o-pytá ?
B. Nda^i-mombyrý^i Luque gui.

Use Phase

appropriate response

1. Moõ^pa ndé re-nacé raka.e ?
2. Moõ^pa o-nacé raka.e nde-ŕú ?
3. Moõ^pa rej-apó raka.e primer grado ?
4. Rei-kò ajá Méhico-pe, re-hexá^pa raka.e hetá mba'é ?
5. Araka'é^pa re-guahẽ raka.e ko'á-pe ?

patterns for study

1. a. Mba'é^pa re-porandú hĩna ? What are you asking ?
   b. Mba'é^pa la re-porandú [va] hĩna? What is it [that] you are asking ?
   c. Mba'é^pa la re-poràndu-sé [va] ? What is it [that] you wish to ask ?

   d. Mba'é^pa la re-porandú ta [va]? What is it [that] you'll ask ?
   e. Mba'é^pa la re-porandú [vakué]? What is it [that] you asked ?
   f. Mba'é^pa la re-porandú [varã]? What is it [that] you must ask ?

TO THE STUDENT:
va, vakué, varã, in the above sentences are similar in function to the relative pronoun 'that' in English (or que in Spanish) :

va is used in the present and after ta;

vakué (or: va.ekué) is used in the past;

varã (or: va.erã) is used in the sense of 'should', 'must'.

translation

1. Mba'é^pa rei-potá hĩna ? What do you want ?
2. Mba'é^pa la rei-potá va ? What is it that you want ?
3. Mba'é^pa la rei-potà vakué ? What is that you wanted ?
4. Mba'é^pa la rei-potá varã ? What is it that you'd like ?

conversion

1. Mba'é^pa re-joguá ? --Mba'é ?
   Mba'é^pa la re-joguá va ?

2. Mba'é re-vendé ? --Mba'é ?
   Mba'é^pa la re-vendé va ?

3. Mba'é^pa rej-apó hĩna ? --Mba'é ?
   Mba'é^pa la rej-apó va hĩna ?

4. Mba'é^pa re-purahéi hĩna ? --Mba'é ?
   Mba'é^pa la re-purahéi va hĩna ?

5. Mba'é^pa re-porandú ta ? --Mba'é ?
   Mba'é^pa la re-porandú ta va ?

6. Mba'é^pa re-leé ta ? --Mba'é ?
   Mba'é^pa la re-leé ta va ?

7. Mba'é^pa re-scrìvi-sé ? --Mba'é ?
   Mba'é^pa la re-scrìvi-sé va ?

8. Mba'é^pa re-stùdia-sé ? --Mba'é ?
   Mba'é^pa la re-stùdia-sé va ?

9. Mba'é^pa re-consegui-sé ta ? --Mba'é ?
   Mba'é^pa la re-consegui-sé ta va ?

10. Mba'é^pa re-ñè'e-sé ta ? --Mba'é ?
    Mba'é^pa la re-ñè'é-sé ta va ?

11. Mba'é^pa re-joguá ra.è ? --Mba'é ?
    Mba'é^pa la re-joguà vakué ?

12. Mba'é^pa re-vendé ra.è ? --Mba'é ?
    Mba'é^pa la re-vendè vakué ?

13. Mba'é^pa rej-apó ra.è ? --Mba'é ?
    Mba'é^pa la rej-apò vakué ?

14. Mba'é^pa re-purahẽi varã ? --Mba'é ?
    Mba'é^pa la re-purahẽi varã ?

15. Mba'é^pa re-porandũ varã ? --Mba'é ?
    Mba'é^pa la re-porandù varã ?

patterns for study

2. a.	Mãva^pa la rei-potá va ?	Which is the one you want ?
b.	Mãva^pa la rei-potá ta va ?	Which is the one you'll want ?
c.	Mãva^pa la rei-potà vakué ?	Which is the one you wanted ?
d.	Mãva^pa la rei-potà varã ?	Which is the one you'd like ?

TO THE STUDENT:
Mãva^pa means both 'who' and 'which'. (Frequently 'who?' is rendered áva, so that mãva is more restricted to mean 'which'.)

translation

1.	Mãva^pa re-joguá ta ?	Which one will you buy ?
2.	Mãva^pa la re-joguá ta va ?	Which is the one you'll buy ?
3.	Mãva^pa re-jògua-sé ?	Which one do you want to buy ?
4.	Mãva^pa la re-jògua-sé va ?	Which is the one you want to buy ?
5.	Mãva^pa re-joguá ra.è ?	Which one did you buy ?
6.	Mãva^pa la re-joguà vakué ?	Which is the one you bought ?
7.	Kóva^pa la re-joguà varã ?	Is this the one you'd like to buy ?

patterns for study

1.	Péva pe livro la ai-potá va.	That book is the one [that] I want.
2.	Péva pe livro la ai-potà vakué.	That book is the one [that] I wanted.
3.	Péva pe livro la ai-potà varã.	That book is the one [that] I'd like.

TO THE STUDENT:
va, vakué, varã in these sentences are equivalent to 'the one' or 'the one that...'

translation

1.	Ai-potá péva pe livro.	I want that book.
2.	Péva pe livro la ai-potá va.	That's the book I want.
3.	Kóva ko livro la rei-potà vakué.	This is the book you wanted.
4.	Amõva amõ livro la re-leè varã.	That's the book you should read.

Cycle 19

Manipulation Phase

patterns for study	(contrast)
Mba'é	thing
Mbà'e-vé	nothing
Mãva	who ?
Mằva-vé	no one
Moõ	where ?
Mồo-vé	nowhere
Araka'é	when ?
Arakà'e-vé	never
Mbový	how many ?
Mbòvy-vé	none

TO THE STUDENT:
From certain interrogative words can be formed the absolute negatives as shown above by the addition of -vé.

dialogs

A. Mãva^pa oi-kó á-pe ?
B. Á-pe nd^oi-kó^i mãva-vé !

A. Mãva-pe^pa rei-kuaá Concepción-pe ?
B. Nd^ai-kuaá^i mằva-vé-pe.

A. Moõ^pa oi-kó Rafael ?
B. Ha'é nd^oi-kó^i mồo-vé !

A. Mba'é^pa rei-potá ?
B. Nd^ai-potá^i mbà'e-vé !

A. Araka'é^pa rej-ù jevý ta á-pe ?
B. Arakà'e-vé !

substitution

Oi-kó	á-pe ndˆoi-kóˆi mãva-vé
O-ú	á-pe ndˆo-úˆi mãva-vé
O-ké	á-pe ndˆo-kéˆi mãva-vé
O-Ĩ	á-pe ndˆo-Ĩˆri mãva-vé

patterned response

Mãvaˆpa o-ú ra.è á-pe ?	Á-pe ndˆo-úˆi kurĩ mãva-vé.
Mãvaˆpa o-karú ra.è á-pe ?	Á-pe ndˆo-karúˆi kurĩ mãva-vé.
Mãvaˆpa o-ké ra.è á-pe ?	Á-pe ndˆo-kéˆi kurĩ mãva-vé.
Mãvaˆpa o-mba.apó ra.è á-pe ?	Á-pe ndˆo-mba.apóˆi kurĩ mãva-vé.

completion

T. Carlos ogue-rekó hetã mba'é ha xé katu ...

S. Carlos ogue-rekó hetã mba'é ha xé katu ndˆague-rekóˆi mbã'e-vé.

o-hó (Xé frequently ...arakã'e-vé) Concepción-pe.

o-viaha apá rupi (Xé mõo-vé)

Cycle 20

Manipulation Phase

model

A.	Re-vy'á^piko Paraguái-pe?	Are you happy in Paraguay?
B.	A-vy'à-itereí.	I'm very happy.

TO THE STUDENT: There are two levels or grades of superlative 'heightening'. The first-level superlative, which is usually translated by 'very', is rendered by one of the three variants -té; -ité; eté, the choice depending on the vowel which comes before the suffix:

té	follows	e
ité	follows	a
eté	follows	the other vowels (i; y; u;)

The second-level superlative, which is variously translated 'extremely'; 'very, very'; 'most'; etc. simply adds reí after a first-level superlative.

substitution

porã	I-porã̀-ité la xe-chica.
vaí	I-vaì-eté la xe-chica.
mboriahú	I-mboriahù-eté la xe-chica.
mbareté	I-mbarete-té la xe-chica.
hasý	Hasỳ-eté la xe-chica.

patterned response

1.	Re-vy'á^piko Paraguái-pe?	A-vy'à-itèreí.
2.	O-hugà porã^piko?	O-hugá porã̀-itèreí.
3.	O-ñe'è̀ porã^piko?	
4.	O-cosinã̀ porã^piko?	

Cycle 21

Manipulation Phase

model

Mba'é nóra^pa hĩna ko'ãga?	What time is it now?

substitution

nóra	Mba'é nóra^pa hĩna ko'ãga?
diá	Mba'é diá^pa hĩna ko'ãga?
mes	Mba'é mes^pa hĩna ko'ãga?

model

Mba'é ixa^pa o-ñe-porandú la nóra re?	How does one ask for the time?

TO THE STUDENT: re (short for rehe) is the equivalent of 'about; concerning'.

dialog

A. Mba'é ixa^pa o-ñe-porandú la nóra re?

B. O-je-'é: Mba'é nóra^pa hĩna ko'ãga?

model

Ko'ãĝa la una rupi hĩna.	It's now about 1.
A-pu'ã las doce y media rupi.	I got up at about 12:30.

TO THE STUDENT: (a) rupi means 'about; approximately'.
(b) The time of day is given in Spanish:

la una menos dies	12:50
las doce y media	12:30

substitution

re-pu'ã	Mba'é hóraˆpa re-pu'ã ra.è?
re-ñenõ (go to bed)	Mba'é hóraˆpa re-ñenõ ra.è?
rej-apo-pá (finish)	Mba'é hóraˆpa rej-apo-pá ra.è?
re-ñepyrũ (begin)	Mba'é hóraˆpa re-ñepyrũ ra.è?
re-karú	Mba'é hóraˆpa re-karú ra.è?
re-rambosá (eat breakfast)	Mba'é hóraˆpa re-rambosá ra.è?

conversion (add -sé ta 'will want to' to the VERB)

Mba'é hóraˆpa re-pu'ã?	Mba'é hóraˆpa re-pũ'a-sé ta?
Mba'é hóraˆpa re-ñenõ?	Mba'é hóraˆpa re-ñẽno-sé ta?
Mba'é hóraˆpa rej-apó?	Mba'é hóraˆpa rej-àpọ-sé ta?
Mba'é hóraˆpa re-ñepyrũ?	Mba'é hóraˆpa re-ñepỹru-sé ta?
Mba'é hóraˆpa re-karú?	Mba'é hóraˆpa re-kàru-sé ta?
Mba'é hóraˆpa re-rambosá?	Mba'é hóraˆpa re-rambòsa-sé ta?

Use Phase

appropriate response

1. Mba'é hóraˆpa ko'ãĝa? (9:05)
2. Mba'é hóraˆpa ko'ãĝa? (10:15)
3. Mba'é hóraˆpa ko'ãĝa? (11:30)
4. Mba'é hóraˆpa ko'ãĝa? (12:45)
5. Mba'é hóraˆpa ko'ãĝa? (1:57)

6. Mba'é hóraˆpa re-pu'ã ra.è ko pyhare-vé?
7. Mba'é hóraˆpa re-ñenõ ra.è angè pyharé?
8. Mba'é hóraˆpa re-kàru-sé ta?
9. Mba'é hóraˆpa re-rambosá?

models

Mba'é diá^pa hĩna ko'ãga?	What day is it?
Lunes, 28 de Octubre hĩna.	Monday, October 28.

Mba'é diá^pa ra.è kuehé? (kuehè ambué)	What day was it yesterday? (day before yesterday)
Domingo (sávado) kurì.	It was Sunday (Saturday).

Mba'é diá ta^pa hĩna ko'ẽro (ko'è ambué rõ) ?	What day will it be tomorrow (day after tomorrow) ?
Ko'ẽro Martes ta hĩna.	Tomorrow will be Tuesday.

TO THE STUDENT: Note that kurì, ra.è, ta and hĩna are used in verbless sentences.

Use Phase

appropriate response or directed discourse

1. Mba'é diá^pa hĩna ko'ãga ?
2. Mba'é diá^pa ra.è kuehé ?
3. Mba'é diá ta^pa hĩna ko'ẽro ?
4. Mbovy hóra^pa ogue-rekó peteĩ diá ?
5. Mbovy diá^pa ogue-rekó peteĩ semana ?
6. Mbovy semana^pa ogue-rekó peteĩ mes ?
7. Mbovy mes^pa ogue-rekó peteĩ año ?
8. Mba'é hóra^pa re-sè ta ko'á gui ?

Cycle 22

Manipulation Phase

model

A-mba.apo-vé kokué-pe.	I work mainly in agriculture.

TO THE STUDENT: a. -vé 'more' would translate the Spanish principalmente.
b. kokué, literally 'farm' or 'field' is used also in the sense of 'agriculture', 'agricultural work'.

lexical substitution

kokué	a-mba.àpo-vé kokué-pe
cocinã (kitchen work)	a-mba.àpo-vé cocinã-me
hojalatería (tilework)	a-mba.àpo-vé hojalatería-pe
herrería (foundry work)	a-mba.àpo-vé herrería-pe
alvañilería (masonry)	a-mba.àpo-vé alvañilería-pe
aò-apó (tailoring)	a-mba.àpo-vé aò-apó-pe

model

Mba'é-peˆpa re-mba.apó ?	In what do you work ?

TO THE STUDENT: mba'é-peˆpa means 'in what ?'

dialog

A. Mba'é-peˆpa re-mba.àpo-vé ?

B. A-mba.àpo-vé kokué-pe.

Use Phase

listening for comprehension

Francisco albañil, pero o-mba.apo-vé kokué-pe ỏi-ko-sé gui iñ-hermano Pedro ha Daniel ndi.
Pedro albañil aveí pero o-mba.àpo-vé la kckué-pe. Daniel katu o-mba.àpo-vé hojalatería-pe, ha hembirekó, aỏ-apó-pe ha cocinã-me.

appropriate response

1. Mba'é-pe^pa o-mba.àpo-vé Francisco ?
2. Mba'é-pe^pa o-mba.apó Daniel rembirekó ?
3. ha Daniel ?
4. Pedro^pa mãva ?
5. Mba'é re^pa Francisco o-mba.àpo-vé la kokué-pe ?
6. Mba'é-pe^pa ndé re-mba.apó ?
7. Moõ^pa o-mba.apó nde-rú ?
8. Mba'é-pe^pa o-mba.apó nde-sý ?

ETC.

Cycle 23

Manipulation Phase

model

A-ğuahẽ kurî kuehè ambué.	I arrived the day before yesterday.

Kuehè ambué	A-ğuahẽ kurî kuehè ambué
Aje'í (a while ago)	A-ğuahẽ kurî aje'í
Las cuatro rupi	Las 4 rupi a-ğuahẽ kurî
Ànge-té (just now)	Ànge-té a-ğuahẽ kurî
Angè pyharé (last night)	Angé pyharé a-ğuahẽ kurî
Ko pynare-vé (this morning)	Ko pynare-vé a-ğuanẽ kurî

model

Araka'éˆpa re-ğuahẽ ra.è ko'á-pe?	When did you get here ?
Araka'éˆpa re-sẽ ta ko'á gui ?	When will you leave from here ?

dialog

A. Araka'áˆpa re-ğuahẽ ra.è ko'á-pe ?

B. A-ğuahẽ kurì kuehè ambué.

Use Phase

appropriate response

1. Araka'éˆpa o-ğuahẽ ra.è Francisco Paraguáý-pe ?
2. Mãvaˆpa Francisco ?
3. Moõˆpa o-ho-sé Carlos ndi-vé ?
4. Mba'é rã o-ho-sé Brasil-pe ?
5. Franciscoˆpa o-ho-sé Brasil-pe o-jukáˊ haguã jaguáˊ ?
6. Francisco o-ñẽ'e-sé inglés, ajéˆpa ?
7. Mba'éˆpa o-porandú Carlos, Francisco-pe ?
8. Araka'éˆpa o-sẽ ta Carlos ha Francisco ?
9. Araka'éˆpa o-ğuahẽ ta Brasil-pe Carlos ha Francisco ?
10. Araka'éˆpa re-sẽ ta ko'á gui ? Ko'ẽroˆpa ?
11. Araka'éˆpa o-ğuahẽ ra.è la nde-amigo ko'á-pe ?

listening for comprehension

Kuehé o-ğuahẽ kurì Paraguáý-pe Francisco, Carlos-amigo. Francisco o-ú Carlos róga-pe oi-potá gui Carlos o-hó hendivé Brasil-pe, río Amazona pevé. Francisco o-ho-sé o-juká haguã jaguareteˊ ha o-ñẽ'e-sé gui la Amazona-pe gua indio kuéra ñe'ẽ.
Ha Carlos o-porandú Francisco-pe: 'Araka'éˆpa ña-sẽ ta ko'a-gui ?'
'Lunes las 3 rupi', he-'í Francisco. 'Ha araka'éˆpa ña-ğuahẽ ta Brasil-pe', o-porandú Carlos.

Cycle 24

Manipulation Phase

model

Nd^a-mbopu-kuaá^i mbaraká.	I don't know how to play the guitar.

substitution

Mbaraká	Nd^a-mbopu-kuaá^i mbaraká.
Ha árpa ?	Nd^a-mbopu-kuaá^i árpa.
Ha mba'e-vé ?	Nd^a-mbopu-kuaá^i mba'e-vé.
Ha violin ?	Nd^a-mbopu-kuaá^i violin.
Ha piano ?	Nd^a-mbopu-kuaá^i piano.

substitution

Árpa	Árpa katu a-mbopu-kuaá.
Violin	Violin katu a-mbopu-kuaá.
Mbaraká	Mbaraká katu a-mbopu-kuaá.

patterned response

1. T. Re-mbopu-kuaá^pa mbaraká ?
   S. Nd^a-mbopu-kuaá^i.
   T. Ha árpa ?
   S. Árpa katu a-mbopu-kuaá.

2. T. Re-mbopu-kuaá^pa violin ?
   T. Ha piano ?

3. T. Re-mbopu-kuaá^pa trompeta ?
   T. Ha mbaraká ?

model

Ej-ú na óga-pe ko pyharé, er-ú la nde-mbaraká.	Come to the house tonight and bring the guitar.

cumulation

1. Ej-ú na óga-pe ko pyharé.
   (repeat): Ej-ú na óga-pe ko pyharé.

2. ...er-ú la nde-mbaraká.
   Ej-ú na óga-pe ko pyharé ha er-ú la nde-mbaraká.

3. ...ña-mbopu.
   Ej-ú na óga-pe ko pyharé er-ú la nde-mbaraká, ha ña-mbopú.

4. ... ja-purahéi.
   Ej-ú na óga-pe ko pyharé er-ú la nde-mbaraká, ña-mbopú ha ja-purahéi.

5. ... ja-aperitá.

   ETC.

dialog

A. Re-mbopu-kuaá^pa mbaraká?

B. A-mbopu-kuaá pero aré ma nd^a-mbopu-vé^i.

dialog

A.	Mba'é teko^pa, nde^gusta^pa la programa?	Well, did you like the program?
B.	Xe^gusta-itereĹ Ajé^pa o-mbopu-porã̀-ité pe José la mbaraká.	I sure did. Boy, that Jose plays the guitar well.

model

E-mbohàsa mĩ xé-ve pe lapis.	Please hand me the pencil.

substitution

Lápis	E-mbohàsa mĩ xé-ve pe lápis.
Livro	E-mbohàsa mĩ xé-ve pe livro.
Vorrador	E-mbohàsa mĩ xé-ve pe vorrador.
Tísa	E-mbohàsa mĩ xé-ve pe tísa.

ask for it

Teacher indicates:

Book	A. E-mbohàsa mĩ xé-ve pe livro. B. Na á-pe.
Pencil	A. E-mbohàsa mĩ xé-ve pe lápis. B. Na á-pe.
Water	A. E-mbohàsa mĩ xé-ve pe ý. B. Na á-pe.
Salt	A. E-mbohàsa mĩ xé-ve pe juký. B. Na á-pe.

model

Oj-apó una óra o-hasá hague banko ṙováí.	He passed in front of the bank an hour ago.

substitution

Banko ṙováí	Oj-apó una óra o-hasá hague banko ṙováí.
Ko'á rupi	Oj-apó una óra o-hasá hague ko'á rupi.
Calle España rupi	Oj-apó una óra o-hasá hague calle españa rupi.

Ñóga rupi Oj-apó una óra o-hasá hagué ñóga rupi.

translation

1. I just passed him the salt.
2. I just passed in front of the bank.
3. The bus passed by here an hour ago.
4. Did he pass you the bill ?
5. Please pass me that book.
6. Please pass by my house.
7. We must pass by the post office.
8. He should pass you his pencil.

model

Nd^o-mboú^i i-ta'ýra-pe escuela-pe oi-potá gui o-pytá o-mba.apó kokué-pe.	He doesn't send his son to school, because he wants him to stay and work on the farm.

substitution

Escuela-pe — Nd^o-mboú^i i-ta'ýra-pe escuela-pe oi-potá gui o-pytá o-mba.apó kokué-pe.

Club 4-C-pe — Nd^o-mboú^i i-ta'ýra-pe Club 4-C-pe oi-potá gui o-pytá o-mba.apó kokué-pe.

Reunion-há-pe

Misa-há-pe

Paraguaý-pe

Jeroky-há-pe

inclusion

1. Oi-potá o-pytá o-mba.apó kokué-pe.
   Nd^o-mboú^i i-ta'ýra-pe oi-potá gui o-pytá o-mba.apó kokué-pe.

2. Nd^oi-potá^i o-hó ña'é ño.
   Nd^o-mboú^i i-ta'yra-pe nd^oi-potá^i gui o-hó ha'é ñó.

3. Pytũ-etereí ñòga-rapé.
   Nd^o-mboú^i i-ta'ýra-pe pytũ-etereí gui ñòga-rapé.

4. O-pytá mombyrỳ-etereí.

5. Ȟasý i-ta'ýra.

model

Mba'é reˆpa nḍˆo-mboúˆi ra.è Don Pedro la i̊-ta'ýra Club 4-C-pe?	Why didn't Don Pedro send his son to the 4-C Club (meeting)?

patterned response

1. Mba'é reˆpa nḍˆo-mboúˆi ra.è Don Pedro la i-ta'ýra Club 4-C-pe ? (oi-potá o-pytá o-mba.apó)

   Nḍˆo-mboúˆi xu-pe oi-potá gui o-pytá o-mba.apó.

2. Mba'é reˆpa nḍˆo-mboúˆi ra.è Don Pedro la i-ta'ýra Club 4-C-pe ? (ndˆoi-potáˆi o-hó ha'e ñó)

   Nḍˆo-mboúˆi xu-pe ndˆoi-potáˆi gui o-hó ha'é ñó.

directed discourse

1. E-porandú (t̊éra)-pe mba'é reˆpa nḍˆo-mboúˆi ra.è Don Pedro la i-ta'ýra Club 4-C-pe ?

2. E-porandú (t̊éra)-pe mba'é reˆpa nḍˆo-mboúˆi ra.è Don Pedro la i-ta'ýra-pe jeroky-há-pe.

3. E-porandú (t̊éra)-pe mba'é reˆpa nḍˆo-mboúˆi ra.è Don Pedro Juanito-pe misa-há-pe?

4. E-porandú (t̊éra)-pe mba'é reˆpa nḍˆo-mboúˆi ña Pedrona i-membý escuela-pe.

5. E-porandú (t̊éra)-pe mba'é reˆpa nḍˆo-mboúˆi xu-pe reunión-há-pe.

model

Mba'éˆpa er-é ? O-mbonguerá neˆpa xu-pe upe p[illegible] ñaná ?	What do you think (lit. say)? Could that herb medicine cure him ?

substitution

Pohã ñaná	Mba'éˆpa er-é? Xu-pe upe pohã ñaná?
Médico ñana	Mba'éˆpa er-é? Ikatúˆpa o-mbonguerá xu-pe upe medico ñana?
Inj	
Cabula	

model

Ndˆai-kuaáˆi. xu-pe mba'é.	Ikatú ko o-mbonguerá	I don't know. It could cure him. (Why not wait and see?)

transformation

O-kuerá	Ikatú ko o-mbonguerá mba'é xu-pe.
O-karú	Ikatú ko o-mbogarú mba'é xu-pe.
Oi-ké	Ikatú ko o-mboingé mba'é xu-pe.
O-ké	Ikatú ko o-mbongé mba'é xu-pe.
Cavajú	Ikatú ko o-mbongavajú mba'é xu-pe.

patterned response

1. Mba'éˆpa er-é? O-mbonguerá neˆpa xu-pe upé pohã ñaná?
   Ndˆai-kuaáˆi. Ikatú ko o-mbonguerá mba'é xu-pe.

2. Mba'éˆpa er-é? O-mbongarú neˆpa xu-pe hembirekó?
   Ndˆai-kuaáˆi. Ikatú ko o-mbogarú mba'é xu-pe.

3. Mba'éˆpa er-é? O-mboingé neˆpa xu-pe escuela-pe i-sý?
   Ndˆai-kuaáˆi. Ikatú ko o-mboingé mba'é xu-pe.

4. Mba'éˆpa er-é? O-mbongé neˆpa xu-pe heindy?
   Ndˆai-kuaáˆi. Ikatú ko o-mbongé mba'é xu-pe.

5. Mba'é^pa er-é ? O-mbongavajú ne^pa xu-pe i-tuvá ?
Nd^ai-kuaá^i. Ikatú kó o-mbongavajú mba'é xu-pe.

transformation

1. O-vera porã ma^pa la nde-sapatú ?
Nahãniri. Ai-potá re-mbovera porã-vé xé-ve.

2. O-pupu porã ma^pa la nde-kamby ?
Nahãniri. Ai-potá re-mbopupu porã-vé xé-ve.

3. O-jy porã ma^pa la nde-rembi-'ú ?
Nahãniri. Ai-potá re-mbojy porã-vé xé-ve.

4. O-jahú porã ma^pa la nde-memby ?
Nahãniri. Ai-potá re-mbojahú porã-vé xé-ve.

model

Ñendy porã ma pe nde-ratá.	You've got a good fire going there. (Lit. That your fire is already flaming well.)

repetition

1. Kóa xe-ratá py.
Ñendỹ porã ma pe nde-ratá.

2. Kóa xe-aó.
Iñ-akỹ porã ma pe nde-aó. (good and wet)***

3. Kóa xe-rembi-'ú.
Ñakù porã ma pe nde-rembi-'ú.(good and hot)

4. Koa xe-kambuxí.
Ñenynẽ porã ma pe nde-kambuxí. (good and full)

*** In Paraguay many people wash their clothes and lay them out on the grass, wet and soapy. The combination of the soap and the sun's rays is believed to get the clothes cleaner than just washing and rinsing them. During the process of sunning the clothes, they can't be allowed to dry or the soap and dirt will stain them. To keep the clothes from drying, they take a bucket of water and sprinkle them periodically.

modification

Go through the above drill again, this time with the teacher giving the first part and the students giving the second part.

model

Hake o-gué ma hĩna pe nde-ṙatá.	Lock out, your fire is going out.

give the opposites

1. Hendỹ porã ma pe nde-ṙatá.
   Háke, o-gué ma hĩna pe nde-ṙatá.

2. Iñ-akỹ porã ma pe nde-aó.
   Háke, i-kã ma hĩna pe nde-aó.

3. Ḥakù porã ma pe nde-ṙembi-'ú.
   Háke, ho'usã ma hĩna pe nde-ṙembi-'ú.

4. Ḥenyhẽ porã ma pe nde-kambuxí.
   Háke, nandí ma hĩna pe nde-kambuxí.

model

E-mbyendý pe nde-ṙatá, háke o-gué ma hĩna.	Feed your fire, (lit. make it flame) it's about to go out.

transformation

1. Ḥendy porã ma^pa xe-ṙatá?
   E-mbyendý pe nde-ṙatá, háke o-gué ma hĩna.

2. Iñ-akỹ porã ma^pa pe xe-aó?
   E-mbyakỹ pe nde-aó, háke i-kã ma hĩna.

3. Ḥakù porã ma^pa pe nde-ṙembi-'ú?

4. Ḥenyhẽ porã ma^pa pe nde-kambuxí.

model

Re-mboguatà-kuaá rõ̀, ai-poruká ta ndé-ve la xe-coche.	If you know how to drive I'll lend you my car.

substitution

Mboguatá, camion	Re-mboguatá-kuaá rõ̀, ai-poruká ta ndé-ve la xe-camión.
Mbopotĩ, mboká	Re-mbopotĩ-kuaá rõ̀, ai-poruká ta ndé-ve la xe-mboká.
Mbopu, mbaraká	Re-mbopu-kuaá rõ̀ ai-poruká ta ndé-ve la xe-mbaraká.

model

Mokõi-vé va ro-mbopotĩ la korapý.	Both of us clean the yard.

substitution

Mokõi-vé va	Mokõi-vé va ro-mbopotĩ la korapý.
Mbohapy-vé va	Mbohapy-vé va ro-mbopotĩ la korapý.
Lo cuatro-vé va	Lo cuatro-vé va ro-mbopotĩ la korapý.
Lo seis-vé va	Lo seis-vé va ro-mbopotĩ la korapý.
Entero-vé va	Entero-vé va ro-mbopotĩ la korapý.

substitution

Mbopù-kuaá, mbaraká	Mokõi-vé va ro-mbopù-kuaá la mbaraká.
Mboguatà-kuaá, coche	Mokõi-vé va ro-mboguatà-kuaá la coche.
Mbojahú, lo mitã	Mokõi-vé va ro-mbojahú lo mitã.
Mbongora, huerta	Mokõi-vé va ro-mbongora la huerta.

REINFORCEMENT STAGE

Games and Contests

1. Añeté^pa tẽra^pa Japú?

   1. Japon-pe nda^ipori arros.
   2. Paraguái o-pytá Africa-pe.
   3. Cavajú oi-kó pya'e-vé coche gui.
   4 Jaguareté o-kyhyjé ovexá gui.
   5. Yvý tuixa-vé kuarahý gui.
   6. Cuba-pe o-Ĩ hetá Cuerpo de Paz-pe guá voluntario.
   7. Paraguái-pe nda^ipori kokué.
   8. Ý o-pupu 1000° centigrado-pe.
   9. Ý o-ñe-congelá 32° centigrado-pe.
   10. Texas tuixa-vé Alaska gui.
   11. Mberú o-je-juká mboká-pe.
   12. Jaguarete o-je-juká insecticida-pe.
   13. Re-ñe'ẽ-kuàa-sé rõ guarani, re-studià va.erã chino.
   14. Re-ho-sé rõ Paraguái-pe, re-ñe'ẽ-kuaà va.erã ingleś ha ruso.
   15. Paraguái-pe o-Ĩ hetá kumandá.
   16. Paraguái-pe o-ñe-ñe'ẽ ingles-pe.
   17. Ko'ãga-ité Estados Unidos o-ñorairõ hĩna Rusia ndi.
   18. Paraguái-pe nd^o-hó^i va gueteri voluntario araka'e-vé.
   19. Paraguái nd^ogue-rekó^i gueteri avión.
   20. Mava-vé nd^o-ñe'ẽ^i ava-ñe'ẽ Paraguái-pe.

2. Data Gathering Relay

Se forman tres filas como aparece arriba. 'A' y 'C' se sientan frente a frente separados por cierta distancia. 'B' sin embargo queda parado en medio de ellos y sirve de mensajero o intermediario entre 'A' y 'C'. 'A' posee una lista de 20 preguntas y 'C' posee una lista de 20 informaciones (vealas más adelante). 'B' lleva las preguntas de 'A' a 'C'. Y también trae las respuestas de 'C' a 'A'. Veamos por ejemplo:

B (dirigiendose a A) Mba'é^pa rei-kuaà-sé?

A (dirigiendose a B) E-porandú xu-pé moõ^pa o-mba.apó.

B (dirigiendose a C) Moõ^pa re-mba.apó?

C (dirigiendose a B) A-mba.apó peteĩ Universidad-pe.

B (dirigiendose a A) He-'í o-mba.apo-há peteĩ Universidad-pe.

otra vez:

B: Mba'é^pa rei-kuaà-sé?

A: E-porandú xu-pé, mãva-ndi^pa o-karú ta ko'ẽro.

B: Mãva-ndi^pa re-karú ta ko'ẽro?

C: Ko'ẽro a-karú ta peteĩ kuñataĩ ndi.

A: Mba'é^pa he-'í ra.è?

B: He-'í kurì ko'ẽro o-karú ta-há peteĩ kuñataĩ ndi.

Preguntas

(en posesión de 'A')

E-porandú xu-pe:

1. Moõ^pa o-mba.apó?
2. Mãva-ndi^pa o-karú ta ko'ẽro?
3. Mba'é ixa^pa ñéra?
4. Mba'é ixa^pa ñéra i-sý ha i-túva.
5. Mba'é^pa oj-apó hĩna ko'ãg̃a?
6. O-scrivĩ-kuaá ma^pa?
7. Mba'é^pa oi-kotevẽ?
8. Ikatú^pa ña-ñe'ẽ inglés clase-pe?
9. Moõ-gui^pa oú ra.è hĩna kuehé?
10. Mba'é^pa oj-àpo-sé ko'ãg̃a-ité?
11. O-hendú^pa la xé ha'é va?
12. Mãva-ndi^pa o-hó ra.è la baile há-pe?
13. Ikatú^pa a-ñẽ'e mĩ hendivé?
14. O-cena-sé^pa xe-ndivé ko pyharé?
15. Araka'é^pa o-hó ta Paraguái-pe?
16. Mba'é-gui^pa nd^o-jeròky-sé^i María-ndi?
17. Oĩ^pa kumandá Paraguái-pe?
18. Nd^o-ho mo'ã^i^pa domingo misa há-pe?
19. Ikatú^pa ja-hugá pelota biblioteca-pe?
20. Ña-ñe'ẽ va.erã^pa inglés tẽra ruso clase-pe?

Respuestas

(o afirmaciones en poder de 'C')

1. A-mba.apó peteĩ Universidad-pe.
2. Ko'ẽro a-karú ta peteĩ kuñataĩ ndi.
3. Xé xe-ŕéra _____ _____ _____ _____.
4. Xe-sý ñéra Marta ha xe-rú Cesar.
5. Ko'ãga a-ñe'é hĩna guaranĩ.
6. A-scrivĩ-kuaá ma.
7. Ai-kotevẽ peteĩ coche ha plata.
8. Heẽ, ikatú pe-ñe'ẽ inglés clase-pe.
9. Kuehé a-jú kurĩ hĩna óga-gui.
10. A-sẽ-sé ha a-kàru-sé.
11. Nd^a-hendú^i la he-'í va.
12. Mãva-vé ndi.
13. Ikatú. Xé aveĩ a-ñẽ'e-sé hendivé.
14. Nahãniri. Ko pyharé a-cenà va.erã Rosa-ndi.
15. A-há ta Paraguái-pe febrero-pe.
16. Mãva^pa he-'í, nd^a-jeròky-sé^i-ha María-ndi?
17. O-ĩ kumandá Paraguái-pe.
18. A-há ta domingo misa há-pe.
19. Nahãniri. Pelota ja-hugà va.erã cancha-pe.
20. Ña-ñe'ẽ va.erà ruso.

La meta del juego es ver que trio ha logrado más rapidamente mayor información correcta. El maestro supervisara para ver que las respuestas y preguntas sean hechas por medio de 'B' y que nadie haga trampas. A pesar de que 'A' y 'C' tienen sus preguntas y respuestas escritas ésta es y debe ser una actividad totalmente hablada.

Al final el maestro hará las comprobaciones correspondientes y anunciara el equipo ganador.

Juan O-hó Kurî Nueva York-pe.

Se forma un círculo bien estrecho. Supongamos que el círculo vaya así: Maestro, 1, 2, 3, 4, 5 o de acuerdo al número de estudiantes. Ahora bien, el maestro comienza diciendo:

Maestro: Juan o-hó kurî Nueva York-pe.
Estudiante 1: Moõ^pa o-karú ra.è Juan?
Estudiante 2: Juan o-karú kurî Nueva York-pe.
Estudiante 3: Moõ^pa o-leé ra.è Juan?
Estudiante 4: Juan o-leé kurî Nueva York-pe.
Estudiante 5: Mba'é^pa o-leé ra.è Juan?
Estudiante 1: Juan o-leé kurî guaranî Nueva York-pe.
etc.

El juego consiste en que cada estudiante deberá citar algo que Juan hizo o habría hecho en su viaje a Nueva York. Más cuando uno de los estudiantes no pueda hacerlo en el tiempo que el maestro tome en contar hasta diez dejará el círculo y no participará en la actividad, hasta que otro sea expulsado del círculo y a quién reemplazará. Y así sucesivamente. NADIE puede repetir un verbo. Esta actividad durará hasta que hayan sido repasado todos los verbos conocidos.

Ikatú^pa--Nd^ikatú^i

Este es un juego para ejercitar el uso de Ikatú^pa y Nd^ikatú^i, como permisión. El maestro dividirá la clase en dos equipos formando un círculo.

El maestro tendrá una lista de 10 puntos o cosas las cuales los estudiantes tienen el permiso de hacer. Estas diez cosas son:

1. Ikatú pe-nó pe-karú.
2. Ikatú pe-ne'e inglés.
3. Ikatú pe-ké clase-pe.
4. Ikatú pe-ñe'e guaraní.
5. Ikatú pe-hugá á-pe.
6. Ikatú pe-studiá
7. Ikatú pe-pensadú mboy ano^pa **ague-reko**.
8. Ikatú pe-jeroky clase-pe.
9. Ikatú pe-nó cine ñí-pe.
10. Ikatú pe-surivi carte pende-xika-pe.

Los estudiantes no sabrán cuales son estos diez puntos. La meta del juego será adivinar estos diez puntos por medio de suposiciones como las que siguen, por ejemplo:

Estudiante 1: Ikatú pa ro-hugá?
Maestro: Nahani ri Nd^ikatú^i pe-hugá.
Estudiante 2: Ikatú^pa ro-ne'e guaraní?
Maestro: Nahani ri Nd^ikatú^i pe-ne'e guaraní.
Estudiante 3: Ikatú pa ro-karú?
Maestro: Heo, Ikatú pe-nó pe-karú.

Note que el estudiante número 3 ha hecho una suposición correcta. Ahora quedan 9 más, y la misma división seguirá hasta que los 10 puntos hayan sido adivinados. Luego se verá que equipo ha logrado mayor puntaje.

Una variación de la misma puede ser hecha usando el negativo. Por ejemplo: Nd^ikatú^i^pa ro-karú?, etc.

REVIEW STAGE

listening in

A. A-ñe'ẽ-se mĩ kuña-karaí Lobo ndi?

B. Mba'é?

A. Ikatúˆpa a-ñẽ'e kuña-karaí Lobo-ndi?

B. Mãva-ndi?

A. Kuña karaí Lobo-ndi?

B. Ikatú, ikatú. Mba'é guiˆpiko ndˆikatù mo'áˆi?

A. A-gradecé ndé-ve.

listening for study

A. Ikatúˆpa ro-ñẽ'e mĩ karaí Gomez ndi?

B. A-porandú ta xu-pé. Karaí Gomez ko'ã norteamericanos o-ñẽ'e-sé nde-ndivé.

A. Xe-ndivéˆpa? Xé ndˆa-ñẽ'e-séˆi hè-ndive kuéra.

B. Pe-hendúˆpa ra.è? Ndˆo-ñẽ'e-séˆi pende-ndivé. Mba'éˆpa pei-kuàa-sé.

A. Roi-kuàa-sé ikatúˆpa ro-hùga mĩ pelota i-cancha-pe.

listening in

A. Mba'é ixaˆpa Carlos?

B. I-porã-nte. Ha ndé?

A. I-porã-nte aveí. Moõˆpa re-hó hĩna?

B. Xé aj-ú hĩna óga gui.

REVIEW STAGE

Supplementary Practice

Mba'é, nde^gustá^pa la t̃embi-'ú?	Well, do you like the food?
Hêe, o-cosinà-hé la nd̃e-r̃embirekó.	Yes, your wife cooks deliciously.

Mba'é^pa rej-apò va.erã re-ñe'è-kuaà porã-se vé ramo karai-ne'ẽ?

Mba'é^pa aj-apò va.erã a-ñe'è-kuaà porã-se vé ramo karaĩ-ne'ẽ?

Mba'é^pa oj-apò va.erã o-ñe'è-kuaà porã-se vé ramo karaĩ-ne'ẽ?

Mba'é^pa roj-apò va.erã ro-ñe'è-kuaà porã-se vé ramo karaĩ-ne'e?

Mba'é^pa jaj-apò va.erã ña-ñe'è-kuaà porã-se vé ramo karaĩ-ne'e?

Mba'é^pa pej-apò va.erã pe-ñe'è-kuaà porã-se vé ramo karaĩ-ne'e?

Mba'é^pa rej-apó hĩna pe cocina-me?

Ai-piró hĩna mandi'ó.	(peel)
Ai-piró hĩna pápa.	
Ai-piró hĩna jetý.	
A-mbo'í hĩna sevói.	(slice, dice)
A-mbo'í hĩna so'ó.	
A-mb̃omimõi hĩna mandi'ó.	(cook)
A-mbojý hĩna kamby.	
A-mb̃omimõi hĩna kumandá.	
A-mb̃omimõi hĩna avatí.	
A-mbojý hĩna xe-r̃embi-'ũ ra.	

A-mbixý hĩna jetý. (fry; roast)

A-mbixý hĩna mandi'ó.

A-mbixý hĩna so'ó.

A-mbomimõi hĩna mandi'ó. (boil)

A-mbomimõi hĩna kumandá.

A-mbomimõi hĩna sapallo.

A-mbomimõi hĩna pápa.

Mba'éˆpa re-je-serví ta?

Pegue-rekóˆpa so'ò apu'á? almóndiga (meat balls)

Pegue-rekóˆpa chipá guasú?

Pegue-rekóˆpa asádo?

Pegue-rekóˆpa kumandá?

Pegue-rekóˆpa sopa paraguáya?

Pegue-rekóˆpa avatí mimõi?

Pegue-rekóˆpa lócro?

Pegue-rekóˆpa tallarín?

Pegue-rekóˆpa arrós seco?

Mba'éˆpa re-je-serví ta?

Pegue-rekóˆpa vorí vorí?

Pegue-rekóˆpa avatí poroñó?

Pegue-rekóˆpa mbaipỳ he'ẽ?

Pegue-rekóˆpa so'ó josopý?

Pegue-rekóˆpa pirá?

Pegue-rekóˆpa mbusiá?

Pegue-rekó^pa tortílla ?

Pegue-rekó^pa cocído hũ ?

Pegue-rekó^pa saporó ?

Pegue-rekó^pa rorà kambý ?

Pegue-rekó^pa ryguasù ka'ẽ ?

Pegue-rekó^pa puchéro ?

Mba'é^pa re-je-serví ta postre rã ramo ?

Oĩ^pa kesù eíra re ?

Oĩ^pa eìra hũ ?

Oĩ^pa paková ?

Oĩ^pa naránja ?

Oĩ^pa merõ ?

Oĩ^pa vudín ?

Mba'é ỹvá^pa regue-rekó ?

Oĩ sandiá.

Oĩ merõ.

Oĩ naránja.

Oĩ paková.

Oĩ mángo.

Oĩ úva.

Oĩ arasá.

Oĩ durásno

Oĩ gréifu.

Mba'éˆpa oj-apó hĩna ?

O-jonéi hĩna tembi-purú.

O-mbo-potĩ hĩna cocinã.

O-cocinã hĩna.

O-karú hĩna.

O-cená hĩna.

O-merendá hĩna.

O-rambosá hĩna.

Ko pláto i-ky'á. Ndˆai-puru-séˆi.

Ko cuchára i-ky'á. Ndˆai-puru-séˆi.

Ko kysé i-ky'á. Ndˆai-puru-séˆi.

Ko tenedór i-ky'á. Ndˆai-puru-séˆi.

This plate is dirty. I don't want to use it.

Ndaˆhéˆi ko tembi-'ú.
Mba'éˆpa ogue-rekó ?

Re-cocinã-kuaáˆpa ?
A-cocinã vaí vaí.

He-téˆpa ko tembi-'ú !
Mãvaˆpa o-cocinã ra.è ?
María o-cocinã kurì.

Xé a-kàru-sé ma.
Oĩ maˆpa la tembi-'ú ?

Mbový añoˆpa ogue-rekó ?
Kuehé a-mbotý 23.

Mãva guiˆpa ho-'á ibilletéra.
Xe-he gui ho-'á kurì kuehé.
Mãva guiˆpa okañý ipláta aveí.
Mãva-vé gui.

This food isn't tasty.
What's wrong with it ?

Can you cook ?
I cook pretty badly.

This food is delicious.
Who cooked it ?
Maria did.

I want to eat now.
Is the food ready ?

How old is he ?
Yesterday he turned 23.

Quien perdió su billetera.
Yo lo perdi ayer.
De quien se ha perdido tambien el dinero. De nadie.

listening in

A. Mãva^pa péva ?

B. Xé nd^ai-kuaá^i.

A. Nde-hermano^pa oi-kuaá ?

B. Nahãniri, ha'é nd^oi-kuaá^i aveí.

A. Mba'é^pa peẽ-pe-stùdia-sé ?

B. Ha'é o-stùdia-sé karaí-ñe'ẽ.ha xé katu a-stùdia-sé guaranî.

A. Ha'é he-'í ndé nde^re-stùdia-sé^i há mbà'e-vé.

B. Ha'é katu la ndo-stùdia-sé^i va mbà'e-vé, nda^xé^i.

repetition - translation

Xé nd^a-ř^i juký.
Ndé nde^regue-rú^i so'ó.
Ha'é nd^ogue-rú^i pan.
Ñandé nda^jague-rú^i asuká.
Oré ndo^rogue-rú^i arró.
Peẽ nda^pegue-rú^i ka'á.

I don't bring bread.
You don't bring meat.
He doesn't bring bread.
We (incl.) don't bring sugar.
We (excl.) don't bring rice.
You (pl.) don't bring yerba.

Xé nd.^ai-potá^i pan.
Ndé nde^rei-potá^i juký.
Ha'é nd^oi-potá^i so'ó.
Ñandé nda^jai-potá^i arró.
Oré ndo^roi-potá^i ka'á.
Peẽ nda^pei-potá^i asuká.

I don't want bread.
You don't want salt.
He doesn(t want meat.
We (incl.) don't want rice.
We (excl.) don't want yerba.
You (pl.) don't want sugar.

Xé nd^a-ñe'ẽ^i guaranî.
Ndé ñde^re-ñe'ẽ^i inglés.
Ha'é ñdo^o-ñe'ẽ^i karaí-ñe'ẽ.
Ñandé ñda^ña-ñe'ẽ^i alemán.
Oré ndo^ro-ñe'ẽ^i castellano.
Peẽ nda^pa-ñe'ẽ^i francés.

I don't speak Guarani.
You don't speak English.
He doesn't speak Spanish.
We (incl.) don't speak German.
We (excl.) don't speak Spanish.
You (pl.) don't speak Freneh.

Conversion (change to negative and vice versa)

a-karú	--	ndˆa-karúˆi
a-studiá		
a-hugá		
a-leé		
a-scriví		
a-ñe'ẽ		
a-hexá		
a-rekó		
ai-kó		
ai-mẽ		
a-mba.apó		
a-joguá		
a-vendé		
ai-kuaá		
a-ha.arõ		
a-henõi		
a-topá		

Translation

When did you leave ?
When will you arrive ?
What did you bring me ?
What will you take ?
When will you bring me a gift ?
Why do you want to bring me a gift ?

variable slot substitution

guaranî	Paraguái-pe o-ñe-ñe'ẽ guaranî.
karaì-ñe'ẽ	Paraguái-pe o-ñe-ñe'ẽ karaì-ñe'ẽ.
o-ñe-ñotỹ trigo	Paraguái-pe o-ñe-ñotỹ trigo.
mandi'ó	Paraguái-pe o-ñe-ñotỹ mandi'ó.
o-jej-apó ñandutí	Paraguái-pe o-jej-apó ñanduti.
sombrero	Paraguái-pe o-jej-apó sombrero.

modification

Go through the above drill again, but substitute Alaska for Paraguái and make the verb negative.

guaranî Alaska-pe nd^o-ñe-ñe'ẽ^i guaranî.
ETC.

patterned response (answer affirmatively or negatively)

1. Paraguái-pe^pa o-ñe-ñe'ẽ guaranî?
2. Alaska-pe^pa o-ñe-ñe'ẽ guaranî?
3. Paraguái-pe^pa o-ñe-ñotỹ mandi'ó?
4. Canada-pe^pa o-ñe-ñotỹ mandi'ó?
5. Paraguái-pe^pa o-jej-apó ñandutí?
6. Rusia-pe^pa o-jej-apó ñandutí?
7. Paraguài-pe^pa o-je-juká elefante?
8. Africa-pe^pa o-je-juká elefante?
ETC.

1. Ndé nde-plata-hetá, pero nde-xi'õ, ajé^pa?
2. Xé xe-plata-hetá, pero xe-tavý, ajé^pa?
3. Ha'é i-sogué, pero i-pojerá, ajé^pa?
4. Xe-sogué, pero xe-arandú, ajé^pa?
5. Nelda i-vaí, pero i-juký, ajé^pa?
6. Ha'é^pa i-mboriahú aveí?
7. Ha'é^pa i-sogué aveí?
8. Ha'é^pa iñ-arandú aveí?
9. Ha'é^pa i-plata-hetá aveí?
10. Ha'é^pa i-vaí aveí?
11. Ha'é^pa i-juký aveí?

12. Nde^pa nde^platà-hetá?
13. Nde^pa nde-porã?
14. Ha'é^pa i-vaí?
15. Peẽ^pa pende-arandu?

appropriate response

1. Moõ^pa o-ñe-ñe'ẽ inglés?
2. O-ñe-ñotý^pa mandi'ó nde-retã-me?
3. Mba'é ixa^pa o-je-'é 'xe-róga' inglés-pe?
4. Mba'é^pa pej-apó ta pe-hó riré ko'ã-gui?
5. Mba'é^pa rej-apó ra.è hĩna rej-ú mboyvé ko clase-pe?
6. Nde^pa nde-platà-hetá?
7. Mãva^pa i-mboriahú?
8. I-juký^pa pe kuñataĩ?
9. Mba'é ixa^pa o-je-'é 'iñ-arandu' inglés-pe?
10. Moõ^pa o-ñe-ñe'ẽ ruso?
11. Mãva^pa oĩ Juan riré?

translation

1.	Á-pe nd^o-ñe-ñotý^iri arros.	Rice isn't grown here.
2.	Moõ^pa o-ñe-ñe'ẽ chino?	Where is Chinese spoken?
3.	Ha'é ta ndé-ve a-há mboyvé.	I'll tell you before I go.
4.	Aj-apó ta a-karú riré.	I'll do it after I eat.
5.	A-hugá ta a-studiá riré.	I'll play after I eat.
6.	Ndé nde-platà-hetá pero nde-xi'õ.	You're rich but stingy.
7.	Xe-vaí pero xe-juký.	I'm ugly but nice.
8.	Ndé nd^a-nde-mboriahú^iri.	You're not rich.
9.	Ha'é iñ-arandú.	He's smart.

activity (Interpreting)

IF I GIVE YOU FIVE DOLLARS, WHAT WILL YOU DO ?

I will buy _____
I will give _____
I will go to _____
I will make _____

appropriate response

1. Moõ^pa re-aprendé raka.e karaì-ñe'ẽ?
2. Mba'é hóra^pa re-páy ra.è?
3. Araka'é guive^pa re-ñepyrũ ra.è re-studiá la guaranĩ.
4. Pe-ñenõ voí^pa ra.è angè pyharé?
5. Mba'é ixa^pa la re-je-ekivoká ra.è?
6. Mãva-pe^pa o-ñe-me'ẽ ra.è la carta?

listening in

A. Xé nd^a-pu'ã̀-sé^i guèteri ha ya tarde ma?
B. E-pu'ã katú na, ja-studiá va.erã guaranĩ.

A. Mba'é re^pa re-pu'ã voì-eté?
B. Este diá a-me'ẽ va.erã peteĩ discurso guaranĩ-me.

A. Mba'ẽ õra^pa re-pu'ã ta?
B. Las dies, pero a-studiá ta xe-rupá-pe ko'ãga.

A. E-pu'ã, kuarahỹ yvaté ma.
B. Xé a-kè-se-vé guèteri, e-pu'ã na ndé.

A. E-mbogué na pe rádio, xé a-kè-se-vé guèteri.
B. Nd^a-mbogue mo'ã^i re-pu'ã pe-ve?

listening in

A. Pe-hẽndu mĩ. "A-pyká pukú kupé-pe a-puká pukú."
B. Er-è mĩ jevý.
A. "A-pyká pukú kupé-pe a-puká pukú."
B. Ikatú^pa èr-e mĩ jevý mbegué katú mi-vé?
A. "A-pyká pukú kupé-pe a-puká pukú."
B. Xé nd^a-ntendé^iri.
A. Mba'é^pa la nde^re-ntendé^i va?
B. Nd^a-ntendé^i mba'e-vé.
A. Pe-hèndu mĩ jevý.
Pe-mboty pende-resá ha pe-hendú jevý.
"A-pyká pukú kupé-pe a-puká pukú."

REVIEW STAGE

	translation
Xé a-ha-sé Paraguái-pe.	I want to go to Paraguay.
Ndé re-ho-sé Brasil-pe.	You want to go to Brazil.
ha'é o-ho-sé España-pe.	He wants to go to Spain.
Ñandé ja-ha-sé Francia-pe.	We (incl) want to go to France.
Oré ro-ho-sé Mehico-pe.	We (excl) want to go to Mexico.
Peẽ pe-ho-sé Perú.	You (pl) want to go to Peru.
Xé ai-potá nde re-hó xe-ndivé.	I want you to go with me.
Ndé rei-potá xé a-há nde-ndivé.	You want me to go with you.
ha'é oi-potá oré ro-hó hendivé.	He wants us to go with him.
Ñandé jai-potá ha'é o-hó ñande-ndivé.	We (incl) want him to go with us.
Oré roi-potá ndé re-hó ore-ndive.	We (excl) want you to go with us.
Peẽ pei-potá oré ro-hó pende-ndive.	You (pl) want us to go with you.
Xé ikatú a-há nde-ndivé.	I can go with you.
Ndé ikatú re-hó xe-ndivé.	You can go with me.
ha'é ikatú o-hó hendivé.	He can go with him.
Ñandé ikatú ja-há hendive kuéra.	We can go with them.
Oré ikatú ro-hó pende-ndivé.	We can go with you.
Peẽ ikatú pe-hó ore-ndivé.	You can go with us.
Xé aj-ú centro gui.	I come from town.
Ndé rej-ú escuela gui.	You come from school.
ha'é o-ú Paraguaý gui.	He comes from Asuncion.
Ñandé jaj-ú reunion-há gui.	We come from the meeting.
Oré roj-ú Norteamérica gui.	We come from North America.
Peẽ pej-ú centro gui.	You all come from town.

listening in

A. Oĩ^pa nĩna nde-ŕú?
B. Nd^o-ĩ^ri hĩna. O-hó ma.
A. Moõ^pa o-ho ra.è?
B. A-malisiá peteĩ karaí ŕóga-pe.
A. Mãva ŕóga-pe^pa?
B. Nd^ai-kuaá^i. Nda^xe-mandu'a^i.

A. Ndé^pa re-studia-sé?
B. hẽe, xé a-studia-sé.
A. Ndé^pa rei-potá xé a-studiá nde-ndivé?
B. Hẽe, ai-potá nde re-studiá xe-ndivé.
A. Ja-ná ja-studiá.

A. A-há ta ma.
B. Moõ^piko re-hó ta?
A. Xé a-há misa há-pe.
B. Mãva-ndi?
A. Xe-amigo-ndi. Xé aj-apura hĩna.

A. Moõ^iko re-hó ta.
B. A-há ta centro-pe.
A. Ha upéi?
B. Ha upéi katú la reunion ná-pe.

A. Mba'é pej-apó hĩna?
B. Aé^pa? Mbà'e-vé.
A. Ja-há reunion há-pe.
B. Moõ^pa oi-ko la reunión?
A. Centro-pe. Ja-há pý.
B. Ré apyta-sé ko á-pe.

A. A-há ta ma xe-amiga.
B. Mamõ-iko re-hó ta?
A. Misa ná-pe, ha upéi Rosa ŕóga-pe.
B. Avũ-ndi?
A. Xe-amiga-ma .
B. Ja-há oño-ndivé.

A. Ndé nde-pia'à hetá ha nde-xi'ã.
B. Mahãniri. Xé xe-mboriahú.
A. Ha na'é^pa i-mboriahú aveĩ?
B. Mahãniri. Na'é nda^i-mboriahú^iri.

listening in

A. Nda^pe-studiá^i^pa nĩna ko'ãga?
B. Nanãniri. Ha'ẽ kuéra nd^o-studia-sé^i ko'ãga-ité.
A. O-nuga-sé pelota katú.

Supplementary Practice

(reflexive)

Nd^o-je-kuáa^i á-gui. — No se ve desde aquí.
O-ñe-kytĩ i-kuã-me. — He cut his finger. (Se cortó el dedo.)

Moerú o-je-juká Fli-pe. — Flies are killed by Flit.
A-ñe-monde pya'e kurĩ. — I dressed fast.
Nd^o-jej-apó^i pé ixa. — It's not done in that way.
Re-ñe-hendyva'ó ma^pa? — Have you shaved?
O-ñe-vendé hepý. — Se vende caro.
A-ná ta a-jepohéi. — I'll go wash up.
E-je-serví na. — Help yourself, please. (Sírvase)
Pé ixa nd^o-je-'é^i. — Así no se dice.
A-ñe-mondẽ. — I get dressed.
Re-ñe-mondé. — You get dressed.
O-ñe-mondé. — He gets dressed.
Ro-ñe-mondé. — We get dressed.
Ña-ñe-mondé. — We get dressed.
Pe-ñe-mondẽ. — You get dressed.

(vẽ - more)

Nda^xe-plata-vé^i ma. — I don't have any more money.
Nd^a-ñe'ẽ mo'ã-vé^i ma. — I won't say any more.
O-je-servĩ-vé ta^pa so'ó? — Will he have some more meat?
O-je-servi mi-vé ta^pa? — Will he have a little more?

listening for comprehension

Ña-moĩ ñandé ñai-mẽ há Paraguái-pe.
Xé ha na'é roj-ú amó gui.
Peẽ pej-ú ko'á gui.

appropriate response

1. Moõ gui^pa ndé rej-ú?
2. Ndé^pa rej-ú ko'á gui?
3. Ha'é^pa o-ú ko'á gui tẽrá amó gui?
4. Oré roj-ú amó gui, ajé^pa?

listening in

A. Moõ gui^pa pej-ú?
B. Roj-ú céntro gui.
A. Ha moõ^páko pe-hó ta?
B. Ro-hó ta xe-rógu-pe.
A. Xé a-pytá ta á-pe.

A. David rú^pa o-ú Perú gui?
B. Nahãniri. Nd^o-ú^i upé gui?
A. Moõ gui^pa o-ú ha'é?
B. David rú o-ú Bolívia gui.

translation

Xé aj-ú Norteamérica gui.	I come from North America.
Ha'é o-ú upé gui aveí.	He comes from there too.
Ndé nde^rej-ú^i upé gui.	You don't come from there.
Carlos nd^o-ú^i Perú gui, o-ú Paraguái gui.	Carlos doesn't come from Perú, He comes from Paraguay.
Nd^o-ú^i^pa upé gui?	Doesn't he come from here?
Mãva^pa o-ú ra.è Lúque gui?	Who came from Luque?
Araka'é^pa re-sẽ ta ko'á gui?	When will you leave here?

listening in

A. Moõ gui^pa pej-ú?
B. Xé aj-ú Norteamérica gui.
Ha'é katû o-ú Perú gui.
A. Moõ gui?
B. Perú gui.

Sequenced questions and answers

I. Mba'éˆpa reĵ-apó ta re-pu'ã riré? What will you do after you get up?

a. A-janù porá ta, ha a-mbopotĩ ta xe-rãi. I will take a good bath and brush (clean) my teeth.

b. A-ñe-hendyva'ó ta, ha a-mboverá ta xe-sapatú. I will shave and shine my shoes.

c. A-ñakã-kỹ'ó ta, ha a-hendú ta radio. I will wash my hair and listen to the radio.

d. A-ñe-mondé ta, na a-sè ta a-guatá. I will get dressed and go for a walk.

e. A-ramboŝá ta, ha a-henõi ta la xe-chica-pe. I will eat breakfast and call my girl friend.

f. A-há ta a-mba.apó. I will go to work.

g. A-ñe-pyrũ ta a-mba.apó. I will begin to work.

II. Mba'éˆpa reĵ-apó re-ĩna? What are you doing?

a. A-hendú rádio a-ñe-hendyva'ó aĵá. I am listening to the radio while I shave.

b. Mbà'e-vé, ne'ĩra guèteri a-pu'ã tupá gui. Nothing, I haven't gotten out of bed yet.

c. A-moĩ porã a-ĩna la ñandé-ŕupá. I am making our beds.

d. Ai-pysó a-ĩna la ñande-savaná. I am ironing our sheets.

e. A-nekã́ a-ĩna xe-reló. Ai-kuaà-sé mba'è óraˆpa hĩna. I am looking for my watch. I want to know what time it is.

going to bed

1.	a.	Ña-ñeñõ̃ py. Ko'ẽro ña-pu'ã voí va.erã.	Let's go to bed then. Tomorrow we have to get up early.
	b.	Xé nd^a-ke-sé^i guèteri.	I don't want to go to sleep yet.
2.	a.	E-mbogué py la lús ha ja-ké.	Turn the light off and let's go to sleep.
	b.	Ña-hã̀.aro-vé na, xé a-hendu-sé radio.	Let's wait a while. I want to listen to the radio.
3.	a.	Mba'è óra^pa ña-ñeño ta?	What time will we go to bed?
	b.	Agã-ité ma. Nde-ropehýi ma^pa?	Right now. Are you sleepy?
4.	a.	Mba'é re^pa re-ñeñõ̃ ma?	Why have you gone to bed already?
	b.	Xe-kane'õ-etereí este diá.	Because I'm very tired today.
5.	a.	Pedro! Re-ké ma^pa?	Pete! Are you asleep?
	b.	Nahãniri. Mba'é^pa rei-potá?	No. What do you want?
6.	a.	E-mbogué pe rúdio ha ja-ké.	Turn off the radio and let's go to sleep.
	b.	Ña-há.aro mi-vé na, a-hèndu-sé raẽ peteĩ mba'é.	Let's wait a little while longer. I want to hear something fir .
7.	a.	E-kirirĩ py, nd^ikatú^i ningo a-ké nde-hegui.	Be quiet. I can't sleep because of you.
	b.	Xé nd^a-ke-sé^i guèteri, ha mãva ndi^pa a-ñe'ẽ ta nd^a-ñe'ẽ^i rõ̀ nde-ndive.	I don't want to go to sleep yet. Who will I talk to if I don't talk to you?
8.	a.	Xé a-ñe-mboí ta ma a-ké haguã.	I'm ready to get undressed and go to bed.
	b.	Ha xé aveí. Moõ^pa oi-mẽ la ñande-frasáda?	Me too. Where is our blanket?

9. a. Ja-ñá ja-kó' — Let's go to bed. (lit. to sleep)

b. Ja-ñá, xé a-manó ta ma ẗopeñýi gui. — Let's, I'm dead tired. (lit. I'm about to die from sleepiness.)

10. a. Nde^gustá^pa la ẗembi'ú? — Do you like the food?

b. Hẽe, pero he'ẽ mboxý. — Yes, but it is too salty.

lexical change

1. Ko kambuxi ĥenyhẽ-terei..
   Ha e-mbonandi na.

2. Ko t̃embi'ú haku-etereí.
   Ha e-mboho'ysã na.

3. Ko t̃embi'ú ĥo'ysã-itereí.
   Ha e-mbyakú na.

4. Ko'ã aó i-kã-itereí.
   Ha e-mbyakỹ na.

5. Ko'ã aó iñ-akỹ-itereí.
   Ha e-mbokã na.

appropriate response

1. Re-mbopu-kuaáˆpa mbaraká?

2. Aré maˆpa ndeˆre-mbopu-véˆi haguḗ?

3. Mãvaˆpa o-mbopu-kuaá piano?

4. Re-ho-séˆpa óga-pe ña-mbopú mbaraká?

5. I-katúˆpa re-mbokuá ko yvyrá?

6. Ja re-mbokuá maˆpa pe yvyrá?

7. E-mbohàsa mĩ pe lápis?

8. I-katuˆpa re-mbohàsa mĩ xu-pé pe livro?

9. Mba'éˆpa rei-potá a-mbohasá ndé-ve.

10. Araka'éˆpa rei-potá a-mboú ndé-ve la carpintero?

11. Mãvaˆpa ndeˆmboú ra.è?

12. Mba'é reˆpa ndeˆre-mboúˆi nde-ra'ý Club 4-C-pe?

13. Re-mboguatà-kuaáˆpa camión?

14. Mãvaˆpa o-mboguatà-kuaà-põra-vé, ndéˆpa tẽraˆpa nde-ĥembirekó?

15. Ndéˆpa re-mboguatá va.ekue nde-ĥú-coche?

16. Mba'é^pa nasy-vé ña-mboguatá, camión tẽra kuré?

17. Ña'é^pa nḍe^mḅyaky-mbà-ité?

18. Mba'é re^pa o-ñe-mḅyaky la aó?

19. Rei-kuaá^pa mba'é re^pa ña-mḅyaky raẽ ve.erã ñande-aó ña-planchá mboyvé?

20. Mãva o-mḅopotì pende-kotý?

21. Ndé^pa re-mḅopotì-kuaá mboká?

22. Mba'é^pa rej-apó ta re-mḅopotì-mbá riré upéva?

23. Re-mḅopotì ta^pa la korapý?

24. Ña-mbojý va.erã la kamby ja'ú mboyvé , ajé^pa?

25. Re-mbojý ma^pa la nḍe-r̊embi'ú?

26. Mãva^pa o-mbojahú ta nḍe-r̊endá?

27. Re-mbojahu-kuaá^pa mitã?

28. Mãva^pa la o-mboverá porà-ité va.ekué pe mesá?

29. Mãva^pa o-mboverá nde-sapatú?

30. Re-mbovera-kuaà porã la sapatú?

31. I-katú^pa re-mḅyendy mì pe lus?

32. Mãva^pa mbyendý ra.è la lus?

33. Mba'é re^pa nḍe^re-mbyendý^i ma la lus?

34. La ý ky'á ñanḍe-mbohasý, ajé^pa?

35. Mba'é re^pa ña-mbopupú va.erã la ý ja'ú mboyvé?

36. Re-mḅongarú ma^pa la ryguasu kuéra?

37. O-mḅonguerá ne^pa ku-pé upé pohã ñaná?

38. Mãva^pa o-mḅongé la mitã-me?

39. Mba'è óra^pa re-mḅombáy ra'e nḍe-ména-pe?

40. O-mḅombo'ó ma^pa pe vaká la i-membý?

REVIEW STAGE

Supplementary Practice

A.	Araka'é guive^pa re-Ĩ ko'á-pe ?	Since when are you here ?
B.	Kuehé guive-nte.	Just since yesterday.
A.	Araka'é pevè^pa re-Ĩ ta ko'á-pe?	Until when will you be here ?
B.	Ko'ẽro pevè-nte.	Just until tomorrow.
A.	Mba'é óra pevè^pa ja-studiá ta ?	Until what time shall we study ?
B.	Las dies pevè.	Until 10:00.
A.	Moõ pevè^pa ja-há ta ?	How far (up to where) will we go ?
B.	Ja-há ta Paraguaý pevè.	We'll go as far as Asunción.
A.	Moõ guive^pa ja-leè va.erã ko livro?	Up to where are we supposed to read this book ?
B.	Ko'á guive ko'á pevè.	From here to here.
A.	O-nacé guive o-manó pevè i-mboriahú.	From the time he was born until he died he was poor.
B.	Xé aveĩ ko'ãga pevè xe-mboriahú.	I also have been poor until now.
A.	Mba'é ixa^pe rej-ú ra.è norte-américa gui.	How did you come from the United States ?
B.	Miami guive Brasil peve aj-ú avión-pe ha upéi aj-ú camión-pe.	I came from Miami to Brazil by plane and from there in a bus.
A.	A-stùdia-vé guive a-ñe'ẽ-kuaa-vé.	Since I began to study more I speak better.
B.	Araka'é pevè^pa re-studià va.erã?	Until when do you have to study ?

model

Gracias, ndˆa-je-servi mo'à-véˆi ma mba'e-vé	Thanks, I won't have any more.

repetition

A-je-servi-vé ta so'ó.
Re-je-servi-vé ta yvá.
Pe-je-servi-vé ta pan.

Ndˆa-je-servi mo'à-véˆi ma.
Ndeˆre-je-servi mo'à-véˆi ma.
Ndaˆpe-je-servi mo'à-véˆi ma.

model

I-porã ma. Ko'ã va-nte.	I've had enough.

substitution

Ndeˆre-je-servi-véˆi maˆpa kesú?
Ndeˆre-je-servi-véˆi maˆpa paková?
Ndeˆre-je-servi-véˆi maˆpa kumandá?

dialog

A. Ndeˆre-je-servi mo'à-véˆi maˆpa?

B. Gracias, ndˆa-je-servi mo'à-véˆi ma.

A. Ha ndé?

B. Ko'ã va-nte. I-porã ma. Agradecé ndé-ve.

dialog

A.	Ha nde-rembirekó? Moõ^pa oi-mé?	And your wife, where is she?
B.	Nd^ai-kuaá^i.	I don't know.
A.	Ha'é nda^hesãi^ri, aé^pa?	She's not well, is she?
B.	Ahãniri. Hesãi. Pero i-kerana-mĩ-nte.	On the contrary, she's well, she's just a sleepyhead.

listening in

A. Mba'é^pa la o-falta va hĩna ndé-ve?
B. Xé-ve nd^o-falta^i hĩna mba'e-vé.

models for activity

1. A. Mba'é^pa rei-kuàa-sé xe-hegui?
   B. Ai-kuàa-sé moõ^pa re-nacé vakué.
   A. A-nacé vakue Texas-pe.

2. A. Mba'é^pa re-porandu-sé xe-rú gui?
   B. A-porandu-sé ha'é^pa o-nacé raka.e Texas-pe aveí.
   A. Upé ixa hĩna upé-pe o-nacé vakue.

activity

Ask someone what he wants to know about your mother, your car, your country, your government, your sister, your house, yourself.

listening in

A. Mba'é re^pa ñandé nda^ja-studiá^i?
B. Xé nd^a-studia-sé^i gui ko'ãga.

A. Ndá^pe-studiá^i^pa hĩna ko'ãga?
B. Ndó^ro-studiá^i hĩna.
B. Ndó^ro-studia-sé^i ko'ãga-ité.

model

Mãva^pa o-mbopotî la korapý, ndé^pa tëra^pa nde-rembireko ?	Who cleans the yard, you or your wife ?

substitution

korapý	Mãva^pa o-mbopotî la korapý, ndé^pa tëra^pa nde-rembireko?
kotý	Mãva^pa o-mbopotî la kotý, ndé^pa tëra^pa nde-rembireko?
cocina	Mãva^pa o-mbopotî la cocina, ndé^pa tëra^pa nde-rembireko?
mita	Mãva^pa o-mbopotî la mita, ndé^pa tëra^pa nde-rembireko?

model

O-mbombáy ta ma i-memby-pe ko'ãga.	She is going to wake her child up right away.

substitution

O-mbombáy	O-mbombáy ta ma i-memby-pe ko'ãga.
O-mbombo'ó (wean, destetar)	O-mbombo'ó ta ma i-memby-pe ko'ãga.
O-mbombytá	O-mbombytá ta ma i-memby-pe ko'ãga.

transformation

1. O-páy ma^pa Pedro ?
   Ne'îra guèteri, pero a-mombay ta ma ko'ãga.

2. O-po'ó ma^pa la nde-memby ?
   Ne'îra guèteri, pero a-mombo'ó ta ma ko'ãga.

3. O-pa'í ma la camión ?
   Ne'îra guèteri, pero a-mombytá ta ma ko'ãga.

appropriate response

1. Mãva^pa o-mboguata-kuaá coche ?
2. Ndé^pa tẽra^pa nde-rembirekó o-johéi la tembipurú?
3. Mãva mãva^pa o-lee-kuaá inglés ko'á-pe ?
4. Mãva^pa o-mbopotĩ ta ko clase ?
5. Mãva^pa o-ú ta ko'ẽro clase-pe ?
6. Mãva mãva^pa pe-hó ta Paraguái-pe ?
7. Mãva mãva^pa pei-ké va.ekué universidad-pe ?
8. Ndé^pa tẽra^pa nde-rembirekó o-moĩ la tupá ?
9. Ndé^pa tẽra ha'é o-hó ta Paraguái-pe ?

dialog

A. Ja-lustrá ndé-ve patrón, a-mboverá porã cinco'í re.

B. E-lustrá upe ixa rõ, anike re-mbovera-vé un lado pe otro gui.

dialog

1. Jaj-apo-pá py.
2. Anĩ na rej-apura tĩ.
1. Pero, ej-apó pya'e-vé na.
2. Ja-há mbeguekatu-nte he-'í kuré mboguata-há !

listening in

Rembojy va.erã la kambý pono hypy'a. Pero che ningo a-mbojy kuehé ha hypy'a-nte aveí.

Unit Eight

CORE STAGE

Cycle 1

Manipulation Phase

model

Roj-ú ko'á-pe ro-mba.apò haĝuã.	We came here to work.

TO THE STUDENT: haĝuã means 'in order to'; 'to'; 'para'; explaining the reason for doing something.

substitution

ro-mba.apó	Roj-ú ko'á-pe ro-mba.apò haĝuã.
ro-aprendé...guaraní	Roj-ú ko'á-pe ro-aprende hagua guarani.
ro-ganá.. hetà platá	Roj-ú ko'á-pe ro-gana haguà hetà platá.
roi-pytyvò ..Carlos-pe	Roj-ú ko'á-pe roi-pytyvo hagua Carlos-pe.
roi-ko...pende-apyte-pe	Roj-ú ko'á-pe roi-ko hagua pende-apyté-pe.

integration

Teacher: Aj-ú Paragaýi-pe. A-aprendé guarani.

Repeat: ---------

Integrate: Aj-ú Paraguái-pe a-aprende haguà guarani

Teacher. Ai-kové A-karú.

Teacher: Ja-ké. Ja-pytu'ú.

Teacher: Ro-mba.apó. Ro-gana hetà platá.

model

A-studiá guaraní ikatú haĝuà ixa a-mba.apo pòra-vé.	I study Guarani so as to be able to work better.

TO THE STUDENT: haĝuà ixa means 'so as to'; 'como para'.

integration

Teacher: A-studiá guaranĩ. Ikatú a-mba.apo põra-vé.

Repeat: ---------

Integrate: A-studiá guaranĩ ikatù haĝuã ixa a-mba.apo põra-vé.

Teacher: Ai-ké Cuerpo de Paz-pe. Ikatu a-servì põra-vé xe-ṙetã-me.

Repeat: ---------

Integrate: Ai-ké Cuerpo de Paz-pe ikatù haĝuã ixa a-servì põra-vé xe-ṙetã-me.

Teacher: A-ĩ ko nde-ṙetã-me. Ikatú poi^pytyvô.

Teacher: Ro-mba.apo-sé pende-apyté-pe. Ro-aprendé hetà mba'é.

translation

1.	Trabajo como para ganar dinero.	A-mba.apó a-ganà haĝuã ixa plata.
2.	Trabajo para ganar dinero.	A-mba.apó a-ganà haĝuã plata.
3.	Estudio como para aprender mejor.	A-studiá a-aprendê põra-vé haĝuã ixa.
4.	Estudio para aprender mejor.	A-studiá a-aprendè põra-vé haĝuã.
5.	Entré en el Cuerpo de Paz como para poder enseñar inglés.	Ai-ké Cuerpo de Paz-pe ikatù haĝuã ixa a-mbo'é inglés.
6.	Entré en el Cuerpo de Paz para poder venir acá.	Ai-ké Cuerpo de Paz-pe ikatu haĝuã aj-ú ko'á-pe.

listening for comprehension

Napoleón oi-ke-sé la Cuerpo de Paz-pe o-kañỹ haĝuã ñe-mendá gui.

Nerón katú oi-ke-sé la Cuerpo de Paz-pe o-hekà haĝuã ñembi-rekorã.

Xé katú ai-ke-sé Cuerpo de Paz-pe ikatù haĝuà ixa ai-pytyvõ la xe-ṙetã-me.

appropriate response

1. Mbaerã^pa Napoleón oi-ke-sé la Cuerpo de Paz-pe?
2. Napoleón o-mendá ma, aje^pa?
3. O-mendá ma^pa Nerón?

   ETC.

4. Mbaerã^pa ndé re-ho-sé Paraguái-pe?

   ETC.

model

He-'í xé-ve a-scrivì hañuã en seguida.	He told me to write at once.

TO THE STUDENT: contrast:

He-'í xé-ve a-scrivì ta há.	He says to me that I will write.
He-'í xé-ve a-scrivì hañuã.	He says for me to write.

substitution

a-scriví	He-'í xé-ve a-scrivì haùâ en seguida.
aj-ù jevý	He-'í xé-ve aj-ù jevỳ hañuã en seguida.
a-sẽ jevý	He-'í xé-ve a-sẽ jevỳ hañuã en seguida,
a-karú	He-'í xé-ve a-karù hañuã en seguida.

conversion

Teacher: Ndé rej-ù jevý ta en seguida.

Student: He-'í ndé-ve rej-ù jevỳ hağuã en seguida.

Teacher: Carlos o-hò jevý ta en seguida.

Student: He-'í Carlos-pe o-hò jevỳ hağuã en seguida.

Teacher: María o-scriví ta en seguida.

Teacher: Ndé re-rambosá ta en seguida.

Teacher: Oré ro-cená ta en seguida.

Teacher: Peẽ pe-ñepyrũ ta en seguida.

Teacher: Xé a-pu'ã ta en seguida.

model

A.	Mba'éˆiko he-'iuká ndé-ve.	What did he write you? (Qué le mandó decir?)
B.	He-'iuká xé-ve aj-ú jevỳ hağuã en seguida.	He wrote for me to return at once. (Me mandó decir que vuelva en seguida.)

TO THE STUDENT: he-'iuka is best translated by the Spanish 'mandó decir'. The literal translation of A. in English would be: 'What did he have said to you?' More on the suffix uká later in this lesson.

dialog

A. Este diá a-reciví peteĩ carta xe-ř́ú gui.

B. Ha mba'éˆiko he-'iuká ndé-ve.

A. He-'iuká xé-ve aj-ù jevỳ hağuã en seguida.

appropriate response

1. Re-reciví^pa ra.è carta nde-chica gui kuehé?

2. Mba'é^pa he-'iuká ndé-ve?

translation

1.	Ya me dijo que fuera.	He-'í ma xé-ve a-hà haĝuâ.
2.	Qué cosa necesito para hacerlo?	Mba'é^pa ai-kotevẽ aj-apò haĝuà?
3.	Quién le dijo que lo hiciera?	Mãva^pa he-'í ra.e rej-apò haĝuã?
4.	Le diré a Carlos que venga.	Ha-'é ta Carlos-pe o-ù haĝuã.
5.	Le dijé a Pedro que te escribiera.	Ha-'é kurî Pedro-pe o-scrivî haĝuã ndé-ve.
6.	Dígale que venga a hablarme para que yo sepa que hacer.	Er-é xu-pe to-ù to-ñe'ẽ xe-ndivé ai-kuaà haĝuâ mba'é^pa oj-apó ta.
7.	Qué ómnibus puedo tomar para llegar a Encarnación?	Mba'é camión-pa aj-agarrá va.erã a-hà haĝuã Encarnación-pe?
8.	Qué se necesita para entrar en ese colegio?	Mba'é^pa o-ñe-kotevẽ o-jei-kè haĝuã upe colegio-pe?
9.	Viene para ver que estamos haciendo.	O-ú o-hexà haĝuà mba'é^pa jaj-apó ñaîna.
10.	Va al Brasil para trabajar.	O-hó Brasil-pe o-mba.apò haĝuã.
11.	Para decirle éso he venido.	Ha-'è haĝuã ndé-ve upeva aj-ú.
12.	Venimos para comer.	Roj-ú ro-karù haĝuã.
13.	Te manda decir que vayas.	He-'í ka ndé-ve rej-ù haĝuâ.
14.	Le diré que venga a comer.	Ha-'é ta xu-pé o-ù haĝuã o-karú.
15.	Para hacer eso no necesitas mucho dinero.	O-jej-apò haĝuã upeva nd^o-ñe-kotevẽ^iri hetà platá.
16.	Vendré temprano para poder terminarlo hoy.	Aj-u voí ta jaj-apo pá haĝuã esta diá.

17.	Quiero que me des el dinero para comprar el coche.	Ai-potá re-me'ẽ xé-ve la plata a-joguà hağuã la coche.
18.	Si es para prestarlo a otro no te lo daré.	Rei-porouká hağuã ramo otro-pe nd^a-me'ẽ mo'ã^i ndé-ve.

questions

1. Mba'é^pa o-ñe-kotevẽ o-jej-apò hağuã puchero?
2. Mba'ẽ^pa o-ñe-kotevẽ o-jei-kè hağuã Cuerpo de Paz-pe?
3. Mba'é-ñe'ẽ^pa re-ñe'ẽ va.erã re-hò hağuã Paraguái-pe?
4. Mba'è mba'é^pa o-ñe-kotevẽ o-jej-apò hağuã so'ó a-pu'a?
5. Mba'é^pa aj-apò va.erã a-ñe'ẽ-kuaà hağuã inglés?
6. Mba'é^pa roj-apò va.erã ro-ñemitỹ pỏra-vé hağuã?
7. Mba'é^pa roj-apò va.erã ro-jùka-pá hağuã la microvio kuéra?
8. Mãva^pe^pa ro-porandù va.erã roi-kuaà hağuã moõ^pa ikatú ro-conseguí la crédito?

Cycle 2

Manipulation Phase

model

Mba'é rã^pa re-studiá re-ĩna guaranĩ?	Why are you studying Guarani?

dialog

A. Mba'é rã^pa re-studiá re-ĩna guaranĩ?

B. Ikatũ hağuã ixa a-ñe-mongeta pende-ndivé.

A. Ha mba'é re^pa re-ñe-mongeta-sé ore-ndive?

B. A-hexauka-sé peẽ-me heta mba'é.

dialog

A. Mba'é gui^pa pe-studiá pe-ĩna guaraní ?

B. Ro-ñe-mongeta-sé gui pende-ndive.

A. Ha mba'é rã^pa pe-ñe-mongeta-sé ore-ndive ?

B. Ro-hexauká haĝuã peé-me hetà mba'é.

TO THE STUDENT: 1. You can observe the difference in the above two dialogs between mba'é gui^pa 'because of what ?' and mba'e rã^pa 'for what reason', 'with what goal in mind ?'

2. The progressive aspect marker hĩna occurs optionally in the following forms:

O-studiá hĩna	He's studying
A-studiá a-ĩna	I'm studying
Re-studiá re-ĩna	You're studying
Ro-studiá ro-ĩna	We're studying
Ja-studiá ña-ĩna	We're studying
Pe-studiá pe-ĩna	You're studying
O-studiã hĩna hikuái	They're studying

Note that except for 3rd person, the stem -ĩna is simply conjugated with the person prefixes. The 3rd person verb pluralizer hikuái occurs only when the subject of the verb is not present. Hikuái implies a plural subject.

conversion

A-karú hĩna.	--Mba'é ?	A-karú a-ĩna.
Re-karú hĩna.	--Mba'é ?	Re-karú re-ĩna.
Ro-karú hĩna.	--Mba'é ?	Ro-karú ro-ĩna.
Ja-karú hĩna.	--Mba'é ?	Ja-karú ña-ĩna.
Pe-karú hĩna.	--Mba'é ?	Pe-karú pe-ĩna.

dialog

A.	Mba'é^piko o-jehú ndé-ve, xe-amigo ?	Que te pasa ?
B.	A-kañy ningo a-ĩna.	I'm hiding, can't you see.

patterned response

A-kañỹ ningo a-ĩna. Ha ha'é ?

Ha ha'é ningo o-kañỹ hĩna aveí.

Ha peẽ ?

Ha ñandé ?

ETC.

dialog

A. Moõ^iko rei-mẽ re-ĩna ra.è xe-amiga ?

B. A-rambosá kurì a-ĩna xe-rõga-pe.

patterned response

1. Xé^pa a-jepohéi a-ĩna ? Nahãniri, nde^re-jepohéi^ri re-ĩna.

2. Ñandé^pa ja-purahéi ña-ĩna ? Nahãniri, nda^ja-purahéi^ri ña-ĩna.

3. O-mba.apó^pa Carlos ha Gladys ? Nahãniri, nd^o-mba.apó^i hikuái.

integration

1. Ai-potá xe-saco + a-sẽ oká-pe. I want my coat + I go outside.

repeat: ------

integrate: Ai-potá xe-saco a-sẽ hagũã oká-pe.

2. Ña-mba.apò va.erã + ñai-mẽ oñe-ndive. We must work + we are together.

repeat: ------

integrate: Ña-mba.apò va.erã ñai-mẽ hagũã oñe-ndive.

3. Hetã re-guata va.erã + re-sẽ amõ gui.	You have to walk a long way + you get out from there.
repeat: --------	
integrate: Re-guata va.erã re-sẽ haĝuã amõ gui.	
4. Hetã pe-guata va.erã + pe-ĝuahẽ upé-pe.	You have to walk a long way + you are there.
repeat: --------	
integrate: Hetã pe-guata va.erã pe-guahẽ haĝuã upé-pe.	
5. Ro-jú ma + ro-mba.apó.	We already came + we work.
repeat: --------	
integrate: Ro-jú ma ro-mba.apó haĝuã.	
6. Araka'e-vé nda^xe-mandu'á^i + ague-ru.	I never remember + I bring it.
repeat: ---------	
integrate: Araka'e-vé nda^xe-mandu'á^i ague-rù haĝuã.	
7. O-kyhyjé + o-sẽ.	She's afraid - she goes out.
repeat: --------	
integrate: O-kyhyjé o-sẽ haĝuã.	

sample responses

A-aprendé haĝuã-nte aj-apó a-îna.	I'm just doing it to learn it.
Plata re-nte aj-apó a-îna.	I'm doing it just for money.
Aj-apó rei-nte a-îna.	I'm doing it for no reason. (or for nothing)

Use Phase

appropriate response

1. Mba'e rã^pa rej-apó re-ĩna upéva ?
2. Mba'e rã^pa pej-ú ra.è Paraguái-pe ?
3. Mba'e rã^pa re-aprende-sé guaranĩ ?

ETC.

dialog

Araka'é^piko ndé re-guahẽ Paraguái-pe ?

Oj-apó mes y medio, a-guahẽ hagué.

Nde-aré ta^pa ko'á-pe ? (Tardará aquí ?)

A-pytá ta dos año.

appropriate response

Mboý diá ma^pa rei-mẽ hagué ko'á-pe ?

Mboý mése ma^pa rej-ú hagué ko'á-pe.

dialog

A. O-ú ma^piko ra.è la nde-ř́ú ?
B. Hẽe, pero o-sẽ jevý ma.
A. Aje'í ma^pa o-sẽ hagué ?
B. Nahãniri, ange-té-nte.
A. Ha moõ^piko o-hó ra.è ?
B. Nd^a-ikuaá^i.
A. Ha mba'é-pe^pa o-hó ra.è ?
B. A-malisiá yvý rupi ...

Cycle 3

Manipulation Phase

model

Ai-kuaá rei-kuàa há.	I know that you know.

TO THE STUDENT: The há is a CONNECTIVE which ties the second clause (rei-kuaá) as a complement to the first clause (ai-kuaá). The English equivalent of há is the subordinating conjunction 'that'.

integration

Teacher: Ai-kuaá. Rei-kuaá.

Repeat: ----------

Integrate: Ai-kuaá rei-kuàa há.

Teacher: A-maliciá. Re-ñe'è-kuaá guaraní-me.

Repeat: ----------

Integrate: A-maliciá re-ñe'è-kuàa há guaraní-me.

Teacher: Ai-kuaá. María oi-mè i-kotý-pe.

Repeat: ----------

Integrate: Ai-kuaá María oi-mè há i-kotý-pe.

Teacher: A-hexá. Ha'é o-studiá hína.

Repeat: ----------

Integrate: A-hexá ha'é o-studiá há hína.

Teacher: Nd^a-roviá^i. Ha'é ikatú oj-apó.

Repeat: ----------

Integrate: Nd^a-roviá^i ha'é ikatù há oj-apó.

Teacher: Ña-moî Ndé rei-kó Ca'acupé-pe.

Repeat: ----------

Integrate: ----------

Teacher: Re-pensá. Xé a-há ta tupaó-pe.

model

Mba'é^pa rei-kuaá xe-hegui. What do you know about me?

---

dialog

A. Mba'é^pa rei-kuaá xe-hegui?

B. A-hendú re-hò ta há Méhico-pe.

A. Ha mba'e-vé^pa?

B. A-hendú aveí re-scrivî ta há peteî livro upé-pe.

---

appropriate response

1. Mba'é^pa rei-kuaá xe-hegui?
2. Mba'é^pa rei-kuaá María gui?
3. Mba'é^pa rei-pensá ore-hegui?
4. Rei-mo'ã^pa xé ra.e?
5. Mba'é^pa Carlos he-'í xe-rehe?
6. Mba'é^pa o-jè-'ê Carlos re?

Cycle 4

Manipulation Phase

model

Ai-kuaá rei-kuaá haguẽ.	I know you knew.

TO THE STUDENT: contrast:

Ai-kuaá re-kuàa há.	I know you know.
Ai-kuaá rei-kuàa haguẽ.	I know you knew.

integration

Teacher: Ai-kuaá. Rei-kuaá.

Repeat: ----------

Integrate: Ai-kuaá rei-kuàa hagué.

Teacher: Ai-kuaá. Rei-mẽ nde-kotý-pe.

Repeat: ----------

Integrate: Ai-kuaá rei-mẽ̀ hagué nde-kotý-pe

Teacher: A-hendú. Re-hṍ Bolivia-pe.

Repeat: ----------

Integrate: A-hendú re-hõ̀ hagué Bolivia-pe.

dialog

A. Mba'é^pa rei-kuaá xe-hegui?

B. A-hendú re-hõ̃ hagué Méhico-pe.

A. Ha mba'e-vé^pa?

B. Ha re-scrivĩ hagué petei livro upé-pe

appropriate response

1. Mba'éˆpa rei-kuaá xe-hegui?
2. Mba'éˆpa rei-kuaá Kennedy gui?
3. Mba'éˆpa rei-kuaá Shakespeare gui?
4. Mba'éˆpa rei-kuaá Eisenhower gui?
5. Mba'éˆpa re-pensá Johnson gui?
6. Mba'éˆpa re-hendú nde-sý gui?

conversion

model:	Ai-kuaá i-vaí há la porte Vietnam-pe.	I know the situation is bad in Vietnam.
	Mba'é? Xé katú ai-kuaá i-porã hague kuehé.	What? I know it was all right yesterday.

1. Xé ha-'é o-manò ta há ko'ẽro.
   Mba'é? Xé katú ha-'é o-mano ma hague kuehé.

2. Xé a-hendú ha'é o-hò ta há ko'ẽro.
   Mba'é? Xé katu a-hendú o-hó hague kuehé.

3. Xé ai-kuaá karaí Ramirez i-platà heta ta há.
   Mba'é? Xé katu ai-kuaá ha'é i-mboriahu hagué.

4. Xé a-hendú Carlos o-ù ta há ko'ẽro.
   Mba'é? Xé katu a-hendú ha'é o-ú hague kuehé.

appropriate response

1. Mba'éˆpa rei-kuaá?
2. Mba'éˆpa re-hendú ra.è?
3. Mba'éˆpa rei-mo'ã raka.e?
4. Mba'éˆpa er-é kóva re? I-porãˆpa tẽraˆpa i-vaí?
   ETC.

Use Phase

listening for comprehension

Ko'ẽro o-ú ta peteĩ karaí ñera va Garcia Lopez. Ha'é peteĩ Paraguayo, ha oi-kuaá heta mba'é agricultura gui. Ha'é o-mba.apó ta voluntario kuéra-ndi Concepcion-pe.

appropriate response

1. Mba'éˆpa ha-'é ra.è peè-me?
2. Xéˆpa ha-'é ra.è o-ù ta há peteî kuñà-karaí?
3. Ha-'éˆpa ra.è o-ú ma hague karaí Lopez.
ETC.

listening for comprehension

Kuehé o-ú kurî peteî karaí ñera va Garcia Lopez. Ha'é o-mba apó va.ekue voluntario kuéra-ndi Concepcion-pe.

appropriate response

1. Mba'éˆpa ha-'é ra.è peê-me?
2. Xéˆpa ha-'é ra.è o-ú hague peteî Concepcion-pe guá voluntario?
ETC.

translation

1.	I know it's you.	Ai-kuaá ndé ha.
2.	I know you know.	Ai-kuaá rei-kuàa há,
3.	I know he'll come with you.	Ai-kuaá o-ù há nde-ndivé.
4.	Say you will come.	Er-é rej-ù ta há.
5.	It is said that you know.	O-je-'é pei-kuàa há.
6.	He doesn't know we are going.	Ndˆoi-kuaáˆi jà-ha há.

modification

Do the above translation exercise as fast as you can, but put it in past context. (Use hagué instead of há)

Cycle 5

Manipulation Phase

model answers

1.	Aje'í ma o-sẽ̀ hagué.	He left just a while ago. (Hace un tiempo que salió.)
2.	Ange-té-nte o-sè hagué.	He left just a moment ago. (Hacè un ratito que salió.)
3.	Oj-apó dos horas o-sè hagué.	He left 2 hors ago. (Hace 2 horas que salió.)
4.	Un año ma (la) o-ù hagué.	He's been here a year now. (Ya hace un año que vino.)

model questions

1. Araka'é^pa o-sẽ̀ ra.è?
2. Aje'í ma^pa la o-sè̀ hagué?

dialog

A. Araka'é^piko ndé re-guahẽ̀ ra.è Paraguái-pe?

B. Oj-apó mes y medio-nte a-guahẽ̀ hagué.

A. Nde-aré ta^pa ko'á-pe.

B. A-pytá ta dos año.

appropriate response

1. Oj-apó año y medio-nte o-guahẽ̀ hagué upe voluntario Paraguái-pe, ajé^pa?
2. Mbový año^pa o-pytá ta ha'é?

Use Phase

Listening for comprehension

Oj-apó dos años rupi la aj-ú hagué ko'á-pe a-mba.apò haguá, ha un año ma la o-sè hagué xe-hermano.

appropriate response

1. Araka'é^pa aj-ú raka.e ko'á-pe?

2. Mbaerá^pa aj-ú raka.e?

3. Oi-kó^pa xe-ndivé la xe-hermano?

ETC.

contrast

Aje'í ma o-sè hagué.	He left a while ago.
O-sè ramo-ité. (or o-sè ramo)	He just left.
Ange-té-nte o-sè hagué.	He left just now.

TO THE STUDENT: These three ways of referring to a recent occurrence are not well defined. Actually ange-té nte is quite relative. It may be used to indicate a time just a moment ago (as it literally indicates) or it may refer more loosely to a time in the near past--like a minute, an hour, or a day ago. It is used with the same exaggeration as a-pe-té-nte 'right here'--which may mean a few yards or a few kilometres away.

(VERB) ramo and its superlative form ramo-ité are equivalent to 'acabar de VERB'.

Aje'í is relatively farther in the past--half an hour or so.

listening for comprehension

Ña-moí Pedro o-sé ramo-ité hagué, ha María katu aje'í ma o-sè hagué. Xé katú oj-apó dos hora aj-ú hagué.

appropriate response

1. Màva xé ha-'é o-sè ramo-ite haguê?

2. Ha màva xé ha-'é aje'í ma o-sè haguê?

3. Ha-'é^pa raè aj-ú ramo-ite haguê?

ETC.

Cycle 6

Manipulation Phase

model responses

1.	He- i há ixa ñandé-ve.	Like he tells us.
2.	He- i haguê ixa ñandé-ve.	Like he told us
3.	Ha'é oj-apo há ixa	Like he does
4.	Ha'é oj-apo haguá ixa	Like he did
5.	Pee pei-potá há ixa	Like you want (como quieran).

model questions

1.	Mba'é ixa pa jaj-apó ta ?	How shall we do it ?
2.	Mba'é ixa pa ja-'é va.era ?	How should we tell it ?
3.	Mba'é ixa pa re-scriví ra.è ?	How did you write it ?

Cycle 7

Manipulation Phase

model

A. Mba'è àpo há pa nde-rũ ?	What does your father do ?
B. Ha'é aò-vènde há	He sells clothes.

lexical substitution

Aò vènde há	Pe karaí peva ku aò-vènde há.
Aò-àpo há	Pe karaí peva ku aò-àpo há.
Kurè-jùka há	Pe karaí peva ku kurè-kùka há.

Use Phase

appropriate response

1. Mba'è àpo há^pa ndé ?
2. Mba'è àpo ná^pa nde-ṙú ?
3. Ha nde-sý ?
4. Ndé^pa kurè-jùka há ?

Cycle 8

model

A.	Moõ^pa re-hó re-ĩna ?	Where are you going ?
B.	A-há a-ĩna xe-ṙú o-mba.apo há-pe.	I'm going to where my father works.

TO THE STUDENT: há after an intransitive verb (like o-mba.apó) usually derives a locative noun which indicates where the activity takes place.

substitution

O-mba apó	A-há a-ina xe-rú o-mba apo há-pe
O-pytu u	A-há a-ina xe-rú o-pytu'ú há-pe
O-karú	A-há a-ina xe-rú o-karú há-pe
O-ké	A-há a-ina xe-rú o-ké há-pe

model

A-há a-ina xe-rú o-mba apó hagué-pe	I'm going to where my father used to work

TO THE STUDENT: Contrast:

A-há xe-rú o-mba apo há-pe	I go to where my father works
A-há xe-rú o-mba apo ta há-pe.	I go to where my father will work
A-há xe-rú o-mba apo hagué-pe.	I go to where my father used to work

Note that há is used for present and future contexts, but hagué is used for past

Integration

1. Xe-rú o-mba apó hina. Aj-ú a-ina amo gui
   Aj-ú a-ina xe-rú o-mba apo há gui.
2. Xe-rú o-mba apo vakué. Aj-ú a-ina amo gui.
   Aj-ú a-ina xe-rú o-mba apo hagué gui.
3. Xe-hermano o-karú. A-há amo.
4. Xe-hermano o-mba apó. Oré ro-sé amo gui.
5. Ndé re-karú vakue. Ha'é o-hó amo ~goto.
6. Carlos o-studiá vakue. Ha'é o-ú amo gui.

dialog

A.	O-ñe-mondó ma^pa ra.è la carta ?	Has the letter been sent off?
B.	Aré ma o-ñe-mondò hagué.	Some time (days) ago it was sent off

TO THE STUDENT:
Note that the reflexive form is used where English would use the passive.
Other examples:

Mba'é ixa^pa o-ñe-mbo'é ?	How is it taught ?
Mba'é ixa^pa o-jej-apó vakue ?	How was it made ?
Mãva-pe^pa o-ñe-me'ẽ ra.è la carta ?	Who was the letter given to ?
Nd^o-me'ẽ^i àvavé-pe.	It wasn't given to anyone.
Nd^o-ñe-multa^i guèteri mavavé-pe.	No one has been fined yet
O-ñe-vende-pá ma umiva umí livro.	All the books have been sold.

translation

1.	has the radiogram been sent off?	O-ne-mondo ma^pa ra.è la radiograma ?
2.	All sorts (entero-ité) of things are sold.	O-ne-vendé entero-ité mba'é.
3.	How is bread made around here ?	Mba'é ixa^pa o-jej-apó pan ko'á rupi ?
4.	No one has been killed yet and no one has been hurt yet either.	Nda^i-pori guèteri la o-je-juká va ha nda^i-pori guèteri la o-jej-apí va aveí.
5.	Who was the letter written to ?	Mãva-pe^pa o-je-scriví ra.è la carta ?

dialog

A.	Araka'é^pa o-ñe-firma ra.è la documento ?	When was the document signed ?
B.	Ymá ma o-ñe-firma hagué.	It was signed a long time ago.

TO THE STUDENT:
Contrast:
a. aré ma o-ne-firma hagué
b. yma ma o-ne-firma hague

aré indicates a time in the fairly recent past - say a few hours, days, weeks or months.
yma indicates a more remote time in the past - weeks, years, even centuries.

Cycle 7

Model

Ai-kuaauká ta xu-pé nde ha.	I will let him know it is you.

TO THE STUDENT: the suffix uká (or its free alternant ká) indicates 'have someone VERB' or 'cause someone to VERB'.

Compare:

Ai-kuaá	I know
Ai-kuaauká xu-pé	I cause him to know (I inform or notify him)

Other examples:

A-nexá	I see it
A-nexauká xu-pe	I show it to him (cause him to see it)
Ague-rahá ta	I'll bring it
Ague-rahauká ta	I'll have someone bring it
Aj-apó ta petei camisá	I'll make a shirt
Aj-apouká ta petei camisá	I'll have a shirt made
Ai-purú ta	I'll use it
Ai-puruká ta	I'll loan it (have someone use it)

conversion

Ai-kuaá	Ai-kuaauká
Ai-pytyvò	Ai-pytyvouká
A-mboú (bring)	A-mbouká
Ha-'é	Ha-'euká
A-jeruré	A-jerureuká
A-pàga-pá	A-pagauka-pá
A-henði	A-henoiuká
A-scriví	A-scriviuká
Ague-ru-pá (bring)	Ague-ruka-pá

dialog

A. Mba'éˆpa rei-potá ?

B. Ei-porùka mi na xé-ve la nde-coche.

appropriate response

1. Mba'éˆpa rei-potá x-amigo ?
2. Mba'éˆpa rei-potá ai-kuaauká Nixon-pe ?
3. Mba'éˆpa rei-potá ague-rahauká Mao Tse Tung-pe ?
4. Mba'éˆpa rei-potá ha-'euká nde-ru-pe ?
5. Mba'éˆpa rei-potá a-jerureuká Stroessner-pe ?
6. Mba'éˆpa pei-potá ague-ruká peè-me ?
7. Mba'éˆpa nde-ru he-'iuká ndé-ve ?
8. He-'iukáˆpa aveí ndé-ve re-hò jevý haĝuà nde-retà-me ?
9. Rei-potáˆpa a-mbyendyuká pe tatainoy ?
10. E-hexaukà mi xé-ve umí kuatiá.

Cycle 10

model

E-hexàuka mi xé-ve la a-joguà va.erã.	Show me what I should buy.

TO THE STUDENT:
Contrast, observing the function of va :

a.	La a-joguà va.erã	What I should buy
b.	La a-joguá ta va	What I will buy
c.	La a-joguí va a-ína	What I am buying
d.	La a-joguà va.ekué	What I bought

va serves to form noun clauses. Varã (or va.erà) and vakue (or va.ekué) are made up of va plus a rã or kue to indicate 'purpose' or 'past'.

model

E-hexàuka mí xé-ve la kure o-joguá va.ekué.	Show me the pig which he bought.

TO THE STUDENT:
Contrast, observing the function of va:

a.	La kuré a-joguà va.erà	The pig that (or which) I should buy
b.	La kuré a-joguà ta va	The pig that I will buy
c.	La kuré a-joguà va a-ína	The pig that I am buying
d.	La kuré a-joguà vakué	The pig that I bought

va serves here again to form noun clauses, but these modify or restrict the antecedent noun kuré. Notice that in English we could use a relative pronoun, that, which, or who, in such a modifying clause.

translation

Mba'é^pa rei-potá	What do you want ?
Mba'é^pa la rei-potá va ?	What is it that you want ?
Mba'é^pa er-é ?	What do you say ?
Mba'é^pa la er-é va ?	What is it that you say ?
Mba'é^pa he-'i-sé ?	What does he want to say ?
Mba'é^pa la he-'i-sé va ?	What is it that he wants to say ?
Mba'é^pa re-porandú re-ina ?	What are you asking ?
Mba'é^pa la re-porandú va re-ina?	What is it you are asking ?
Kóva^pa re-joguá hina ?	Are you buying this ?
Kóva^pa la re-joguá va hina ?	Is this what you are buying ?
Kóva^pa re-joguá ta ?	Will you buy this ?
Kóva^pa la re-joguá ta va ?	Is this what you will buy ?
Kóva^pa re-joguá ra.è ?	Did you buy this ?
Kóva^pa la re-joguá vakue ra.è ?	Is this what you bought ?
Kóva^pa re-joguá va.erà ?	Should you buy this ?
Kóva^pa la re-joguá va.erà ?	Is this what you should buy ?

Exercise

A-joguá kurî ko kuré centro-pe.
Kóva la kuré a-joguà va.ekué kurî centro-pe.

A-joguá ta pe mbaraká.
Péva la mbaraká a-joguá ta va.

A-joguà va.erà amò coche.
Amòva la coche a-joguá va.erá.

A-rahauká kurî umî kuatiá.
Umîva la kuatiá a-rahauká va.ekué kurî.

A-vende-sé pe cavajú.
Péva pe cavajú la a-vende-sé va.

Ai-potá amòva.
Amòva la ai-potá va .

ETC.

patterned response

Mei-potâ^pa ko lápis ?	Nahâniri. Péva la ai-potá va.
Mei-potâ^pa ko lívro ?	_____ Péva la ai-potá va.
_____ pe _____ ?	_____ Kóva _____.
_____ pe _____ ?	_____ Kóva _____.
Mei-potâ^pa la xe-tio-livro ?	Nahâniri. Amò va la ai-potá va.
_____ la xe-lápis ?	_____ _____
_____ la xe-hermano-camisá ?	_____ _____
_____ la kóva ko sapatú ?	_____ _____
_____ la pe mesa péva ?	_____ _____

models

1. Opá a-hexá va.	Everything that I see.
2. Opá ikatú va.	All that can be done.
3. Opá o-î va.	All there is.

patterned response (answer as in the above models)

1. Mba'é^pa la re-joguá ta va ?	What is it you'll buy ?
2. Mba'é^pa la re-mbovó va re-îna ?	What is it that you are dividing?

translation

1.	That's the book I want.	Péva pe livro la ai-potá va.
2.	That's the book you wanted.	Péva pe livro la rei-potá vakué.
3.	Is this the one you wanted ?	Kóva^pa la rei-potá vakué ?
4.	What is it you want to buy ?	Mba'é^pa la re-jogua-sé va ?
5.	Which is it you want to see ?	Mãva^pa la re-hèxa-sé va ?
6.	Which one is it you want to hear?	Mâva^pa la re-hèndu-sé va ?
7.	I buy just what I want.	A-joguá la ai-potá va-nte.
8.	I buy just what I see.	A-joguá la a-hexá va-nte.
9.	I eat just what I want to eat.	Ha-'ú la ha-'u-sé va-nte.
10.	I eat just what is killed.	Ha-'ú la o-je-juká va-nte.
11.	I eat just what is given me.	Ha-'ú la o-ñe-me'ẽ va-nte xé-ve.
12.	I eat just what is brought me.	Ha-'ú la o-je-guerú va-nte xé-ve.

model

Pe kuré re-hexá va re-îna amõ xe-mba'é.	That pig which you see there is mine.

dialog

A. Mávа mba'é^pa umíva ?	
B. Pe kuré re-hexá va re-ina amô xe-mba'é.	

model

Upé kuimba'é o-sè ramo-ité va peteî monda ná.	The man who just left is a thief.

appropriate question (Use a va clause to ask the question)

1. Ha'é xe-tió.
2. Xe-mba'é.
3. A-joguá kurî mercado-gui.
4. Ague-rú kurî mercado-gui.

ETC.

translation

1. The boy who killed that snake (mbói) is my friend.	Upè mità o-jukà vakué pe mbói, xe-amigo.
2. A volunteer named Tomas did it.	Peteî voluntario ñéra va Tomás oj-apó kurî.
3. Dona Olga who you met yesterday wants to talk with you.	Ña Olga, ku kuñà-karaí re-jo-topá vakué-ndi kuehé, o-ñe'e-sé ndendive.
4. What's the name of the girl I'm supposed to call tomorrow ?	Mba'é ixa^pa ñéra la kunataî a-henòi va.erà ko'ẽro?
5. Tell me the road which I should follow to get to Itapu'amî.	Ẽr-e mî xé-ve la tape a-segi va.erà a-guahè haĝuà Itapu'amî-me.

appropriate response

1. Paraguái^pa la tetã rei-kuaà pòra-vé va ?
2. Mba'é livro la nde^gusta-vé va ?
ETC.

Cycle 11

translation

1.	Let's go to where Carlos works.	Ja-há Carlos o-mbà.apo há-pe.
2.	Let's leave from where you-all study.	Na-sè pe-studia há gui.
3.	He came to where we were working.	O-ú kurì ro-mbà.apo há-pe.
4.	Whose present work place did you go to?	Màva mbà.apo há-pe re-hó ra.è?
5.	Whose former work place did you go to?	Màva mba.apo hagué-pe^pa re-ho ra.è?
6.	You went to our (incl) former eating place, didn't you?	Re-ho ja-karù hagué-pe, ajé^pa?

appropriate response

1. Moò gui^pa re-sě ta?
2. Moò goto^pa ro-guatá ro-īna?
3. Moò^pa a-hà va.erà?

4. Moò^pa re-hó re-īna?
5. Re-ho^pa re-īna peteī baile há-pe?
6. Mǎva^pa o-ke-sé peteī ryguasu-ke há-pe?
7. Re-karu-sé^pa peteī kuré o-karù há-pe?
8. Re-mba.apo-sé^pa la xe-rú o-mbà.apo há-pe?
9. Péva^pa peteī monda-há?
10. Mba'é apo há^pa péva?

dialog

A-juhu xu-pe o-karú hina.	Le encontré comiendo.
Moò^piko?	Dónde?
Pe calle-pe a-ī hagué-pe hina.	Allí en la calle donde estuve.

---

model

Ja-karu há hóra ma.	It's time we eat now.

TO THE STUDENT: há serves to nominalize or make a noun clause out of Ja-karu. Study these additional examples:

Ña-ñeno há hóra ma.	It's time for us to go to bed.
Ña-ñepỳru há hóra ma.	It's time for us to begin.
A-pỳtu'u há hóra ma.	It's time for me to rest.
Re-ho há hóra ma.	It's time for you to go.

dialog

A. Mba'ê hóra^pa

B. Ja-karu há hóra ma.

modification

Repeat the above dialog, but in the place of the verb karú, substitute studiá; mba.apó; ké; ho; ñepyrũ; pytu'ú.

dialog

A. Nde-ñembyahýi^pa?

B. Hẽe, ja-karu há hóra ma.

A. Ja-há py ja-karú.

dialog

A.	Nde-ropehýi pa?
B.	Hée, ña-ñeno há hóra ma.
A.	Ja-há py ja-ké

dialog

A.	Nde-kane'ò pa?
B.	Hee, ja-pytu'u há hóra ma?
A.	Ja-há py ja-pytu'ú.

Cycle 13

model

O-i postre rã.	There is [something for] dessert.

TO THE STUDENT: The same suffix rã, also found in varà and (with modified shape) in haguà is used with nouns to indicate 'proposed use or purpose'. Rà may sometimes be translated 'for' in English or 'para' in Spanish. Other examples indicate its meaning:

mẽna husband
menara fiancé ; husband to be

ẽembi-reko wife
ẽembi-rekora fiancée

maestra teacher
maestrarã teacher to be

dialog

A.	Mba'é^pa o-Ì-vé ja-'u va.erã?	What else is there [for us] to eat?
B.	O-Ĩ postrerã.	There's dessert.

dialog

A.	Mba'é gui^pa nd^ikatú^i re-hó xe-ndivé?	Why can't you go with me?
B.	Hetã xe-ř̃embi-aporã gui.	Because I have a lot of work to do.

Cycle 14

model

Péva pe livro xe-mba'ekué.	That book there used to be mine.

TO THE STUDENT: Kué indicates a former state which is no longer in force.

Péva xe-secretariakué.	That's my former secretary.
O-ú ma xe-menakué.	My ex-husband has come.
O-ñe-vendé kurĩ xe-r̃ogakué.	My former house was sold.

model

Mãva mba'ekué^pa ko livro?	Whose book did this used to be?

dialog

A. Màva mba'ekuéˆpa ko livro?

B. Péva xe-mba'ekué.

translation

1.	Whose book did that used to be?	Màva mba ekuéˆpa pe livro?
2.	Whose house did that used to be?	Màva mba'ekuéˆpa pe óga?
3.	Whose car is this?	Màva mba'éˆpa ko coche?
4.	And whose was it formerly?	Ha mava mba'ekué?
5.	This book there used to be mine?	Péva pe livro xe-mba'ekué.
6.	This table here used to be yours.	Kóva ko mèsá nde-mba'ekué.
7.	That is my ex-wife.	Péva xe-rembi-ŕekokué.
8.	She used to be my secretary too.	Ha'é xe-secretariakué aveí.

dialog and listening for comprehension

Hernan:	Mba'éˆpa pe-studiá pe-ína?	What are you studying?
Jose:	Xé a-studiá a-ína doctorà ha xe-hermana Josefina o-studiá hína enfermerara	I'm studying to be a doctor and my sister Josefina is studying to be a nurse.

appropriate response

1. José peteí medicokué, ajéˆpa?
2. Ha'é o-studiá hína ingenierorà, ajéˆpa?
3. Ha in-hermana katú o-studiá hína maestrará, ajéˆpa?
4. Ha ndé, mba'éˆpa re-studiá re-ína?

model and listening for comprehension

Carlos oj-apó hína ĥogarà.	Carlos is building [what will be] his home
Angela, Carlos ŕembi-reko, o-preparà hína la ťembi-'úrà.	Angela is preparing [what will be] the meal

appropriate response

1. Māva oj-apó hĩna ñogarã?
2. Oj-apó^pa Carlos xe-rogarã?
3. Ndé^pa rej-apó re-ĩna nde-rogarã?
4. Māva oj-apo-sé xe-rogarã?
5. Māva o-prepará hĩna Carlos-pe ñembi-'urã?
6. Carlos^pa o-prepará hĩna ñembi-'urã?
7. Ñandé nda^jaj-apó^i ña-ĩna ñande-rogarã, ajé^pa?
8. Ndé^pa rej-apo-sé nde-rogarã?
9. Ndé^pa rej-apo-sé xe-rogarã?

Cycle 15

contrast

Ko mitã mba'e rã.	It is for this boy. (It is to be his property.)
Ko mitã-me guarã.	It is for this boy. (It is meant for his use.)

TO THE STUDENT: Note the difference:

i-mba'e rã?	What will be his...
ixu-pe guarã?	What is made or intended for him

Both translate 'for him' but the distinction can be seen in the more literal translation.

dialog

A. Māva-pe guarã^pa ko torta?	Who is this cake meant for?
B. Pe mitã-me guarã.	It's for that boy.

dialog

A.	Māva mba'e rã^pa ko juguete?	Who is this toy for?
B.	Pe mitã mba'e rà.	It's for that boy.

appropriate response

1. Māva-pe guarâ^pa ko regalo?
2. Māva mba'e rã^pa ko óga?
3. Xé-ve mba'e rã^pa umî livro?
4. Xé-ve guarã^pa umî livro?
5. Mba'é^pa xé ikatú aj-apó ndé-ve guarã?
6. Rei-potá^pa a-heja la pan jagua kuéra-pe guarã?

model

O-jej-apo-pá ta ma nde-ṙoga rã ko'ẽro guarã.	Your house will be finished for tomorrow.

substitution

1. O-jej-apo-pá ta ma ndé ṙoga rã ko'ẽro guarã.
2. O-jej-apo-pá ta ma nde-ṙoga rã este diá guarã.
3. O-jej-apo-pá ta ma nde-ṙoga rã ko'ẽ ambuero guarã.
4. O-jej-apo-pá ta ma nde-ṙoga rã pe semana o-ú va-pe guarã.
5. O-jej-apo-pá ta ma nde-ṙoga rã ko ka.aru-pe guarà.
6. O-jej-apo-pá ta ma nde-ṙoga rã ko pyharẽ-pe guarã.
7. O-jej-apo-pá ta ma nde-ṙoga rã pe mes o-ú va-pe guarã.

TO THE STUDENT: Notice that certain time expressions take pe while others never do.

model

Araka'é guarã o-jej-apo-pá ta la nde-ṙoga rã.	By when will they finish your house?

question and answer drill

1. Araka'e guarã o-jej-apo-pá ta la nde-r̃oga rã?
2. Araka'e guarã o-jej-apo-pá ta la nde-livro rã?

dialogs

A.	Araka'e g̃uarâ^pa ko sopa?	When is this 'sopa' for?
B.	Ko pyharé-pe g̃uarã.	It's for tonight.

A.	Moõ̀ g̃uarã^pa ko silla?	Where does this chair belong?
B.	Amõ̀ g̃uarâ.	Over there.

appropriate response

1. Rei-kuaa-pâ^pa la leccion ko'ẽro g̃uarâ?
2. Mbą'é^pa roj-apo va.erã ko'ẽro g̃uarã?
3. Amg̃ guarã^pa ko mesâ?
4. Moõ guarã^pa ko silla?
   ETC.

Cycle 16

model

La gente kuéra ko'ãg̃a guá o-mba.apo-vé la genta kuéra ymà guaré gui.	The people of today work more than people before.

TO THE STUDENT: contrast:

La gente kuéra ko'ãg̃a guá	The people of today
La genta kuéra yma guaré	The people of before.
O-mbopotĩ ko'ẽ̃ro g̃uarà	He will clean tomorrow.

Notice that the past and future tenses in postpositional phrases with guá as the postpositions are formed by adding ré and rà respectively to guá.

substitution

o-mba.apo-vé	La gente kuéra ko'ãg̃a guá o-mba.apo-vé la gente kuéra ymà guaré gui.
o-guata-vé	La gente kuéra ko'ãg̃a guá o-guata-vé la gente kuéra ymà guaré gui.
o-pita-vé	La gente kuéra ko'ãg̃a guá o-pita-vé la gente kuéra yma guaré gui.
o-jeroky-vé	La gente kuéra ko'ãg̃a guá o-jeroky-vé la gente kuéra ymà guaré gui.

translation

1.	Today's lesson is more difficult than yesterday's.	La leccion ko'ãg̃a guá hasy-vé la kuehẽ guaré.
2.	The people of Lincoln's time (tiempo) worked more than the people of today.	La gente kuéra Lincoln tiempo-pe guaré o-mba.apo-vé vakue la gente kuéra ko'ãg̃a guá gui.

3. The Guarani of long ago was more beautiful than the Guarani of today.

La guaranî ymà guaré i-põra-vé la guaranî ko'ãĝa guá gui.

4. The child (mità) of yesterday is the youth (karia'ý) of today and the man of tomorrow.

Mitã kuehè guaré ko karia'ý ko'âĝa guá, ha karaí ko'ẽro guarã.

appropriate response

1. Mãva^pa hasy-vé, la leccion ko'ãĝa guá, tèra^pa la kuehè guaré?
2. Rei-potá^pa nda^hasy-vé^i la leccion ko'ẽro guarâ la este diá guaré gui?
ETC.

3. Re-pensá^pa o-dispara-kuaà ve ha atleta kuéra ko'ẽr guarã va la atleta kuéra ko'âĝa rupi guá gui?
ETC.

Cycle 17

model

Aj-ú a-aprendé vo guaranî.	I came to learn Guarani.

TO THE STUDENT: contrast:

Aj-ú a-aprendé vo guaranî.	Vine a aprender guaranî.
Aj-ú a-aprende haĝuã guaranî.	Vine para aprender guaranî.

Vo is used with the verb complement of the verbs há, 'go' and -ú, 'come' with almost the same meaning as haĝuã. A-aprendé vo may be thought of as translating 'a aprender' and a-aprende haĝuã as translating 'para aprender' in (a) and (b) above.

translation (use vo)

1.	Yo vine a trabajar.	Xé aj-ú a-mba apó vo.
2.	Carlos irá a estudiar.	Carlos o-hó ta o-studiá vo.
3.	Uds. vinieron a sembrar.	Pej-ú pe-nemity vo.

model

Te-re-aprendé pya'e-té.	I hope you learn it very soon.

TO THE STUDENT: te-re-aprendé is a DESIDERATIVE form. Contrast:

E-aprendé pya'é	Learn it soon.
Te-re-aprendé pya'é.	I would like you to learn it soon. or: May you learn it soon.

dialog

A. Mbaerâpa rej-ú Paraguái-pe?

B. Aj-ú a-aprendé vo guarani.

A. Te-re-aprendé pya'e-té.

paradigm

T-a-aprendé pya'é	I hope I learn it soon.
Te-re-aprendé pya'é	I hope you learn it soon.
To-ro-aprendé pya'é	I hope we learn it soon.
Ta-ña-aprendé pya'é	I hope we learn it soon.
Ta-pe-aprendé pya'é	I hope you learn it soon.
T-o-aprendé	I hope he learns it soon.

substitution - translation

ndé	Te-re-juhú xu-pé.	I hope you find him.
oré	To-ro-juhú xu-pé	I hope we find him
ñandé	Ta-ja-juhú xu-pé.	I hope we find him.
peẽ	Ta-pe-juhú xu-pé.	I hope you find him.
na'é	T-o-juhú xu-pé.	I hope he finds him.
xé	T-a-juhú xu-pé.	I hope I find him.

(substitute: ganá, hexá, topá, for juhú)

model

Er-é xu-pé t-o-ú.	Tell him to come.

TO THE STUDENT: Contrast the following two common sturctures, both of which have the same translation.

Er-é xu-pé t-o-ú.
Er-é xu-pé o-ú haĝuã. } Tell him to come

dialog

A. Te-re-hó José ṙendá-pe.

B. Ha mba'é^iko rei-potá ha-'é xu-pé?

A. Er-é xu-pé t-o-ú.

appropriate response (use the DESIDERATIVE)

Mba'é^pa rei-potá xé ha-'é Marta-pe?
Mba'é^pa rei-potá Marta oj-apó?

ETC.

directed discourse

1. Er-é (ṫéra)-pe t-o-ú nde-ṙendá-pe.
2. Er-é (ṫéra)-pe t-o-hó María ndi.
3. Er-é (ṫéra)-pe t-o-mba.apó xe-ndivé.
4. Er-é (ṫéra)-pe t-o-sẽ ko'a gui.
ETC.

model

Ta-nde-ko'ê pora.	Have a pleasant dawning. (good night)

TO THE STUDENT: Ko'è is a Quality Verb. Other examples:

Ta-nde-rorý	I hope you'll be happy.
Ta-pende-resà	I hope you'll be well.

paradigm

ta-xe-rorý
ta-nde-rorý
ta-ore-rorý
ta-ñande-rorý
ta-pende-rorý
ta-horý

dialog

A. Xé nd^a-lee-se-vé^i ma. Xe-ropehýi ma.

B. Xé aveí, a-há ma a-ké vo.

A. Ta-nde-ko'è porà.

B. Gracias. Buenas noches. Ko'èro ja-jo-topâ jevý ta.

Cycle 18

model

He-'í nde-rehe nde-vai há.	He said that you're ugly.

TO THE STUDENT:
Contrast:

a.	he-'í re-stùdia há re-ĩna.	He says that you're studying.
b.	He-'í nde-rehe nde-vai há. [About you]	He said that you're ugly.

In both sentences he-'í 'he said' is followed by information about what he said. But only b. has nde-rehe 'about you'. The difference in the two sentences is that in a. the remark is not a compliment or an insult or a 'remark' about someone's attributes, but simply a report of someone's actions. Other examples :

Ha-'é hese i-ñaña há.	I said that he's bad.
Ha-'é hese kuéra i-tarò̩va há.	I said that they are crazy.
O-je-kuaá nde-rehe nde-ṙasy há.	One can see that you are sick.
O-hexa-kuaá nde-rehe re-je-gusta há hese.	He can see that you are in love with her.

1.	Vaí	he-'í nde-rehe nde-vai há.
	Porã	he-'í nde-rehe nde-pò̩ra há.
	Arandú	he-'í nde-rehe nde-aràndu há.
	Tavy	he-'í nde-rehe nde-tavy há.
	Platà-hetá	he-'í nde-rehe nde-platà-heta há.
	Sogue	he-'í nde-rehe nde-sogue há.
2.	Ndé	he-'í nde-rehe nde-sogue há.
	Ha'é	he-'í hese i-sogue há.

(oré, ñandé, xé, peè, María)

translation

1.	He says that I'm rich.	He-'í xe-rehe xe-platâ-heta há.
2.	He says that you're poor.	He-'í nde-rehe nde-mboriahu ná.
3.	He says that you-all are crazy.	He-'í pende-rehe pende-taròva há.
4.	He says that I am pretty.	He-'í xe-rehe xe-pỏra há.
5.	I said that he is broke.	Ha-'é hese iñ-arandu há.

model

Mba'éˆpako he-'í ra.è ore-rehe?	What did he say about us ?

model

Nde-rehe he-'í nde-vài há, ha nde-hermano re i-tàvy há.	He said you're ugly and your brother is stupid.

TO THE STUDENT: Note the inversion of he-'í and nde-rehe here and the placing of nde-hermano re in clause-initial position to achieve parallel structures.

dialog

A. Mba'éˆpako he-'í ra.è ore-rehe ?

B. Nde-rehe he-'í nde-vài há, ha nde-hermano re i-tàvy há.

model

Hese katu he-'í i-ñaña há.	[About him] he said he is bad.

substitution

Tavý	hese katú he-'í i-tàvy há.
Tarová	hese katú he-'í i-tarò̀va há.
Arandú	hese katú he-'í iñ-arà̀ndu há.
Ate'ỹ	hese katú he-'í iñ-atẽ̀'y há.

dialog

A. Mba'éˆpako he-'í ra.è ore-rehe ?

B. Nde-rehe he-'í nde-vài há, ha nde-hermano re i-tàvy há.

B. Ha hese ?

A. Hese katú he-'í i-ñaña há.

B. Ha xé katú ha-'é hese ndˆo-ntendéˆi há mbà'e-vé.

dialog

A. Polonio o-ñe'ẽ nde-rehe.

B. Ha mba'éˆiko he-'í ta xe-rehe ha'é ?

A. He-'í nde-rehe nde-vài há.

B. Ha xé katú ha-'é hese i-monda há.

appropriate response

1. Mba'éˆpa he-'í María xe-rehe ?
2. A-me'ẽ rõ̀ ndé-ve peteĩ regalo, mba'éˆpa er-é ne xe-rehe ?
3. Mãva reˆpa er-é i-vài há ?
4. Mba'é reˆpa er-é hese i-vài há ?
5. Araka'éˆpa er-é xe-rehe xe-arandu há ?
6. Richard Nixon i-platà hetá, ajéˆpa ?
   Er-é ne hese iñ-arandu há ?
   ETC.

Cycle 19

paradigm

REFLEXIVE	
A-je-hexá	I am seen
Re-je-hexá	You are seen
Ro-je-hexá	We are seen
Ja-je-hexá	We are seen
Pe-je-hexá	You are seen
O-je-hexá	He is seen.

substitution

xé	Xé a-je-hexá	/	a-ñe-hendú

(ndé, oré, ñandé, peẽ, ha'é)

Cycle 20

paradigm

RECIPROCAL	
Ro-jo-hexá	We see each other
Ja-jo-hexá	We see each other
Pe-jo-hexá	You see each other
O-jo-hexá	They see each other

TO THE STUDENT: Contrast the reflexive with the reciprocal in form and meaning.

substitution

Oré	Oré ro-jo-hexá	/	ro-ño-hendú

(ñandé. peẽ, ha'è kuéra)

model

Ja-jo-hexá ta ko'ẽro.	We will see each other tomorrow.

TO THE STUDENT: Notice that the reciprocal is formed by adding the prefix jo immediately before the verb root. Notice that it only occurs in the plural.

patterned response

T. Ro-jo-topá ta lunes entonces, ha peẽ ?
S. Ro-jo-topá ta lunes aveí.
T. Ha oré ?
T. Ha ha'è kuéra ?

model

Araka'é^piko ja-jo-topá ta ?	When will we meet ?

dialog

A. Araka'é^piko ja-jo-topá ta ?

B. Ja-jo-hexá ta ko'ẽro.

model

Ja-jo-topà jevý ta plasa rovái, entonces.	We'll meat (each other) again in front of the plaza.

substitution drill

1.	Ja-jo-topà jevý ta plasa rovái, entonces.	(in front of)
	embajada kupé-pe	(behind)
	monumento yké re	(beside)

model

Moõ^pa ja-jo-topà jevý ta entonce?	Where will we meet again then ?

model

Mba'é tekó^pa ja-jo-topá rõ lunes ferretería rovái ?	how about our meeting Monday in front of the hardware store ?

dialog

A. Moõ^pa ja-jo-topà jevý ta entonce ?

B. Ja-jo-topà jevý ta plaza rovái entonce.

A. Mba'é tekó^pa ja-jo-topá rõ lunes ferretería rovái?

Cycle 21

word study Observe the following uses of re/rehe

O-manó ta ore-rehé.	He will die for us.
Ho'á nde-rehé.	It falls on you (also: it fits you).
Ho'á iñ-akã re.	It fell on his head.
O-moĩ tanimbú i-sýva re.	He puts ashes on his forehead.
O-jokuá ta yvyrá re.	I'll tie him to a tree.
O-sẽ hese kurú.	He has boils come out on him.
O-poñỹ yvy re.	It crawled along the ground.
O-popó yvyra rakã re.	It jumped along the limb.
O-ñe-mbosarambĩ tapé re.	It was scattered up and down the road.
O-kañỹ la xe-rymba-jaguá tape re.	My dog got lost along the road.

O-ĩ peteĩ mancha pe trahe re.	There's a stain on that suit.
Cancer o-karú heté re.	Cancer eats through his body.
Ja-há hese.	Let's go after him.

TO THE STUDENT:
Most of these uses could be translated by Spanish 'por', and English 'along', 'on'. Note that the word rupi also is frequently translated por, or in English 'by', 'around'.

dialog

A.	Hasy-eté Daniel.	Daniel is very sick.
B.	Mba'éˆiko o-jehú xu-pe?	What happened to him ?
A.	Ho-'á hese rayo.	Lightning struck him.
B.	Moõˆiko ho-'á hese ?	Where did it strike him ?
A.	Iñ-akã re.	On his head.
B.	A-ñe-mbo'é ta hese.	I'll pray for him.

dialog

A.	Ja-há rei katú hese.	Let's go after him.
B.	Ta-pe-hõ hese peẽ, xé ndˆa-pena mo'ãˆi hese.	You guys go after him, I won't bother with him.

dialog

Mãva reheˆpa oj-apó hĩna upéva?	Who is he doing it for ?
Oj-apó i-sý re.	He's doing it for his mother.

model

O-pokoˆpa nde-rehe la mbyry'ái?	Does the heat affect (touch) you?

TO THE STUDENT:
Pokó 'touch' is one of many verbs which govern a complement with rehe. Examples of some of the others are:

A-je-povyvý ko silla re.	I touch (or feel) this chair.
A-mba.apó yvyrá re.	I work wood (I am a carpenter).
A-ma'ẽ nde-rehe.	I look at you.
A-maña nde-rehe.	I observe you.
Aj-apysaká nde-rehe.	I listen to you.
Xe-mandu'a nde-rehe.	I remember you.
A-pyrũ nde-rehe.	I step on you.
A-pená nde-rehe.	I worry about you.
Xe-angatá nde-rehe.	I worry about you.
A-ndyvu hová re.	I spit in his face.
A-jeruré nde-rehe.	I ask for you.
A-ñe'ẽ vaí nde-rehe.	I gossip about you.
A-ñe-mbohorý nde-rehe.	I make fun of you.
Xe-pu'aká ta nde-rehe.	I'll triumph over you.
A-je-roviá nde-rehe.	I trust in you.
A-je-pokuaá ta nde-rehe.	I'll get used to you.
Oj-apo porã ta nde-rehe.	It will do you good.
O-menda vakué Josefina re.	He married Josefina.
Oi-kotevẽ i-sý re.	He needs his mother.

substitution

Mbyry'ái	O-pokóˆpa nde-rehe la mbyry'ái ?
Ro'ý (cold)	O-pokóˆpa nde-rehe la ro'ý ?
Àra vaí (bad weather)	O-pokóˆpa nde-rehe la àra vaí ?
Àra hakú (hot weather)	O-pokóˆpa nde-rehe la àra hakú ?

model

La àra hakú ndˆo-pokóˆi xe-rehe.	Hot weather doesn't affect me.

substitution

Àra hakú	La àra hakú ndˆo-pokóˆi xe-rehe.
Àra vaí	La àra vaí ndˆo-pokóˆi xe-rehe.
Ro'ý	La ro'ý ndˆo-pokóˆi xe-rehe.
Mbyry'ái	La mbyry'ái ndˆo-pokóˆi xe-rehe.

model

Ko'ẽro o-ñepyrũ ta o-mba.apó la yvý re.	Tomorrow he is going to begin working the land.

substitution

Ko'ẽro o-ñepyrũ ta o-mba.apó la yvý re.
Ko'ẽro o-ñepyrũ ta o-mba.apó la tapití re.
Ko'ẽro o-ñepyrũ ta o-mba.apó la ryguasú re.
Ko'ẽro o-ñepyrũ ta o-mba.apó la huerta re.

model

Araka'é^piko o-ñepyrũ ta o-mba.apó la yvy re?	When is he going to begin working the land?

dialog

A. Araka'é^piko o-ñepyrũ ta o-mba.apó la yvý re?

B. Ko'ẽro o-ñepyrũ ta o-mba.apó la yvý re.

model

Xé ryguasu kuéra nd^o-kakuaà porã^i.	My chickens aren't growing well.

model

Re-ñangareko porã va.erã la ryguasú re o-kakuaà porã hağuã.	You have to take good care of the chickens if you want them to grow fast.

substitution

Re-ñangareko porã va.erã la ryguasú re o-kakuaá porà hağuã.
Re-ñangareko porã va.erã la tapití re o-kakuaá porã hağuã.
Re-ñangareko porã va.erã la sandía re o-kakuaá porã hağuã.
Re-ñangareko porã va.erã la tomates re o-kakuaá porã hağuã.
Re-ñangareko porã va.erã la kuré re o-kakuaá porã hağuã.

dialog

A. Xe-ryguasu kuéra ndˆo-kakuaá porãˆi.

B. Re-ñangareko porã va.erã la ryguasu kuéra re o-kakuaá porã hağuã.

Cycle 22

dialogs for study and use

1.

A. Moõ guiˆpa a-sẽ ne?	Where would I leave from?
B. Á gui-nte.	From right here.

2.

A. Mba'é guiˆpa ndeˆrej-úˆi ra.è?	Why didn't you come?
B. Xe-r̊asý gui.	Because I was sick.

3.

A. Mba'é guiˆpa nde-r̊asý?	What are you sick with?
B. Xe-pulmon gui. Xe-tuberculosis	Lung trouble. I have TB.

4.

A.	Mba'é gui^pa nde-resarái ra.è?	What did you forget?
B.	Xe-resarái entero mba'é gui.	I forgot everything.

5.

A.	Mba'é gui^pa re-kyhyjé?	What are you afraid of?
B.	A-kyhyjé opa ixa guá vícho gui.	I'm afraid of all kinds of bugs.

6.

A.	Mba'é gui^pa re-tĩ?	What are you ashamed of?
B.	A-tĩ xe-tavý gui.	I'm ashamed of my ignorance.

TO THE STUDENT: As you know, the basic meaning of gui is 'from', but gui is used in many situations where its English translation would not be 'from', but 'with'; 'of'; 'because'; etc., and sometimes no word.

appropriate response

1. Moõ gui^pa rej-ú re-ĩna? Centro gui^pa?
2. Mba'é gui^pa nde^re-rú^i xe-livro?
3. Mba'é gui^pa nde-rasý? Nde-corázõ gui?
4. Mba'é gui^pa nde-resarái?
5. Mba'é gui^pa re-kyhyjé?
6. Mba'é gui^pa re-tĩ?

model

Xé-ve guarã i-põra-vé ko koty opa mba'é gui.	To me this room is the prettiest of all.

TO THE STUDENT: Notice that the indirect object plus guarã expresses the idea of opinion or preference. It is also used with the meaning of 'for the benefit of'.

pattern response

1. Xé-ve guarã i-põra-vé ko koty.
2. Ha ndé-ve guarã.
3. Ha ixu-pé guarã.
4. Ha Pedro pe guarã.

model

Mãva la i-põra-vé va ko'ã koty gui?	Which of these rooms is the prettiest?

question and answer drill

Mãva^pa la i-tuja-vé va ko'ã silla gui?
Mãva^pa la ij-yvate-vé va ko'ã mesá gui?
Mãva^pa la i-pyahu-vé va ko'ã livro gui?
Mba'é gui^pa ja-kyhyje-vè va.erã opá mba'é gui?
Mba'é gui^pa re-kyhyje-vé opá mba'é gui?
Mba'é gui^pa kuña o-kyhyje-vé mbo'i gui^pa tẽra^pa angujá gui?
Mba'é gui^pa re-kyhyje-vé Jaguareté gui^pa tẽra^pa aguara'í gui?
Mba'é gui^pa re-kyhyje-vé, cuartel gui^pa tẽra^pa Cuerpo de Paz gui?
Mba'é gui^pa o-kyhyje-vé lo mitã Paraguái-pe, ñe-mendá gui tẽra^pa cuartel gui?

Cycle 23

model

Er-é xu-pé t-o-u'ỹ.	Tell him not to come.

TO THE STUDENT: Watch the use of the suffix 'ỹ in negating certain types of verbal constructions. The above is a common alternative way of saying Er-é xu-pé anĩ o-ú ti.

substitution

o-ú	Er-é xu-pé t-o-u'ỹ.
o-sẽ	Er-é xu-pé t-o-sẽ'ỹ.
o-karú	Er-é xu-pé t-o-karu'ỹ.

translation

Tell him not to sit down.	Er-é xu-pé t-o-guapy'ỹ.
Tell him not to stand up.	Er-é xu-pe t-o-ñembo'ỹ'ỹ.
Tell him not to laugh.	Er-é xu-pé t-o-puka'ỹ.

dialog

A. Mba'é^pa ha-'è va.erã xu-pé.

B. Er-é xu-pé t-o-u'ỹ.

appropriate response

1. Mba'é^pa rei-potá ha-'é xu-pé?
2. Mba'é^pa he-'Í xu-pé?
   ETC.

Cycle 24

model

Re-me'ẽ'ỹ rõ xé-ve roiˆnupã ta.	If you don't give it to me I'll hit you.

substitution

Re-me'ẽ	Re-me'ẽ'ỹ rõ xé-ve roiˆnepã ta.
Rei-puruuka	Rei-puruuka'ỹ rõ xé-ve roiˆnupã ta.
Re-hexu ka	Re-hexu ka'ỹ rõ xé-ve roiˆnupã ta.
Er-é	Er-e'ỹ rõ xé-ve roiˆnupã ta.
Re-mombe'u	Re-mombe'u'ỹ rõ xé-ve roiˆnupã ta.
Re-paga	Re-paga'ỹ rõ xé-ve roiˆnupã ta.

translation

Re-rregala'ỹ rõ xé-ve xe-poxý ta.	If you don't give it to me I'll be mad.
Re-puranei'ỹ rõ ko'ãga ro-nó ta.	If you don't sing now we will go.
Rej-apo'ỹ rõ la ha-'é va ndé-ve roi-nupã ta.	If you don't do what I tell you I'll hit you.

conversion

Re-paga rõ xé-ve ro-apresauka ta.	Re-paga'ỹ rõ xé-ve ro-apresauka ta.
Re-ñe'ẽ rõ he-ndivé i-poxý ta.	
Re-karú ta rõ te-re-ho.	
Rei-kuaá rõ la he-'í va e-kiriri.	

dialog

A. Ij-arhel-eté ko Lucio. Ndˆikatúˆi a-studiá xu-gui.

B. Ɨ-pena'ỹ na hesé.

listening for comprehension

Ricardo: Ai-ke'ỹ ta rõ̀ la Cuerpo de Paz-pe a-há ta Vietnam-pe.
Tony: Xé katu nd^a-ha-sé^i la Vietnam-pe. Pero, ai-ke-sé la Cuerpo de Pas a-studia'ỹ ta rõ̀ la guaranĩ mante.
Diego: Xé katu, a-ha'ỹ ta rõ̀ la Paraguái-pe a-pytá ta nte a-studiá óga-pe.

appropriate response

1. Mba'é^pa he-'í Ricardo?
2. Moõ^pa o-hó ta oi-ke'ỹ ta rõ̀ la Cuerpo de Paz-pe?
3. Mba'é oj-apo'ỹ ta rõ̀ mante^pa oi-ke-sé la Cuerpo de Paz-pe?
4. Moõ o-ho'ỹ ta rõ^pa Diego o-pytá ta-nte hóga-pe o-studiá?

model

Cuerpo de Paz-pe oi-ké o-studia-se'ỹ va.	The ones who don't want to study join the Peace Corps.

substitution

o-studia	Cuerpo de Paz-pe oi-ké o-studia-se'ỹ va.
o-mba.apo	Cuerpo de Paz-pe oi-ké o-mba.apo-se'ỹ va.
o-ño-rairõ	Cuerpo de Paz-pe oi-ké o-ño-rairõ-se'ỹ va.
o-mendá	Cuerpo de Paz-pe oi-ké o-menda-se'ỹ va.

translation

1.	Ei-ké cuartel-pe re-menda-se'ỹ rõ̀.	Join the Armed Services if you don't want to get married.
2.	He-'í he-'i-se'ỹ va.	He said what he didn't want to say.
3.	Á-pe oi-ké o-mba.apo-se'ỹ va-nte.	Those who don't want to work enter here.

completion

1. Xé a-há rõ̀ ha'é o-vy'á ta
   Ndé re-nó rõ̀ ha'é o-vy'á ta
   Ha xe-aha'ỹ rõ̀ katu ha'é o-vy'á ta.

2. Xé a-purahéi rõ̀ ha'é o-pukú ta
   Ndé re-purahéi rõ̀ ha'é o-pukú ta;
   Ha xé a-purahéi'ỹ rõ̀ ha'é o-pukú ta.

dialog

A. Mba'éˆpa reỹ-apó ta ha'é o-u'ỹ rõ̀?

B. Ha'é o-u'ỹ rõ̀ xé a-vy'á.

appropriate response

1. Mba'éˆpa reỹ-apó ta ha'é o-u'ỹ rõ̀?
2. Mba'éˆpa er-é ne xé a-atuala'ỹ rõ̀?
   ETC.

model

A-ñongatú ta la ha-'u'ỹ va. '... save what I don't eat.

substitution

ha-'ú		A-ñongatú ta la ha-'u'ỹ va.
ai-purú		A-ñongatú ta la ai-puru'ỹ va.
a-mbombó	(toss out)	A-ñongatú ta la a-mbombo'ỹ va.
a-mẽ'ẽ		A-ñongatú ta la a-mẽ'e'ỹ va.

model

O-guahẽ vové kurì, a-sẽ ma a-ĩna.	When he arrived, I was already leaving.

TO THE STUDENT: Vove is usually translated 'when'.

integration

1. O-guahẽ kurì. A-sẽ ma a-ĩna.
   O-guahẽ vové kurì, a-sẽ ma a-ĩna.
2. O-ú. A-há ta a-mba.apó.
3. A-pu'ã. A-ñepyrũ ta a-studiá la lección.
4. Ha'é o-ú xe^visitá. Nd^ai-mé^i xe-ŕóga-pe.
5. Ro-henõi ndé-ve. Re-sẽ clase-gui.
6. A-hexá xu-pé. O-guatá hĩna banco rovái.

variable slot substitution

1. O-guahẽ vové a-sẽ ta a-guatá.
2. O-ú _____.
3. _____ mboyvé _____.
4. _____ a-há ta a-mba.apó.
5. _____ vové _____.
6. _____ ma kurì ____.
7. _____a-ñepyrũ _____.
8. _____ a-studiá.
9. O-pu'ã _____.
10. _____ ta _____.
11. _____ rire _____.

conversion

1.	Ha-'ú la a-vendé va.	:	Ha-'ú la a-vende'ỹ va.
2.	A-vendé la ha-'ú va.	:	A-vendé la ha-'u'ỹ va.
3.	Ai-potá la a-hexá va.	:	Ai-potá la a-hexa'ỹ va.
4.	A-hexá la ai-potá va.	:	A-hexá la ai-pota'ỹ va.
5.	A-joguá la ai-kotevẽ va.	:	A-joguá la ai-koteve'ỹ va.
6.	A-há ta la a-hà-se há-pe.	:	A-há ta la a-ha-se'ỹ há-pe.
7.	A-há vakue la a-ha-sé hagué-pe.	:	A-há vakue la a-ha-se'ỹ hagué-pe.
8.	Aj-apó la aj-apó va.	:	Aj-apó la aj-apo'ỹ va.

translation

1.	I eat what I buy.	Ha-'ú la a-joguá va.
2.	I sell what I don't eat.	A-vendé la ha-'u'ỹ va.
3.	I see what I don't want.	A-hexá la ai-pota'ỹ va.
4.	I go where I don't want to go.	A-há la a-ha-se'ỹ há-pe.
5.	I do what I don't want to do.	Aj-apó la aj-apo-se'ỹ va.

translation

1.	I'll save what I don't waste (gasta).	A-ñongatú ta la a-gasta'ỹ va.
2.	I'll eat what I don't save.	Ha-'ú ta la a-ñongatu'ỹ va.
3.	I'll give to you what I don't eat.	A-me'ẽ ta ndé-ve la ha-'u'ỹ va.

Cycle 25

patterns for study

ṫymbá animal; pet
pe cavajú that horse
xe-ṙymbà-cavajú my horse
ṅymbà-cavajú his horse

TO THE STUDENT: In English we can speak of a domestic animal possessed by someone as either (for example): a. my horse
b. my pet horse

In Guarani when one speaks of a domestic (or pet) animal possessed by someone one does not say: xe-cavajú (my horse)

but rather xe-ỷmbà-cavajú (my pet horse)

not nde-mburika (my mule)

but nde-ỷmbà-mburiká (my pet mule)

not i-jaguá (his dog)

but ỷmbà-jaguá (his pet dog)

model

David-ỷmbà-jaguáˆpa péva?	Is that Davids' dog?
Upé ixa hĩna. Ỷmbà-jaguá.	Yes, it's his dog.

patterned response

Roberto-ỷmbà-jaguáˆpa péva?	Upé ixa hĩna. Ỷmbà-jaguá.
María-ỷmbà-cavajúˆpa péva?	Upé ixa hĩna. Ỷmbà-cavajú.
Nde-ỷmbà-cavajúˆpa péva?	Upé ixa hĩna. Xe-ỷmbà-cavajú.
Nde-ỷmbà-mburikáˆpa péva?	Upé ixa hĩna. Xe-ỷmbà-mburika.
Xe-ỷmbà-mburikáˆpa amõva?	Upé ixa hĩna. Nde-ỷmbà-mburika.
Xe-ỷmbà-mbarakajáˆpa amõva?	Upé ixa hĩna. Nde-ỷmbà-mbarakaja.
Pende-ỷmbà-mbarakajáˆpa kóva?	Upé ixa hĩna. Oré-ỷmbà-mbarakaja.
Oré-ỷmbà-kuréˆpa kóva?	Upé ixa hĩna. Pende-ỷmbà-kuré.
Nde-ỷmba-vueyˆpa kóva?	Upé ixa hĩna. Xe-ỷumbà-vuey.

Use Phase

listening for comprehension

Carlos tiene un caballo y dos vacas. El caballo es blanco y las dos vacas son negras. Carlos.....
ETC.

El vecino de Carlos, que se llama Miguel, ...
ETC.

appropriate response

1. Quién tiene....
2. De quién es el caballo blanco?

listening for comprehension

Carlos ogue-reko peteĩ jaguá ha mokõi mbarakajá kuña.
La ỹmbà-jaguá ỹera Lassie ha la ỹmbà-mbarakaja kuéra katu peteĩ ỹera Chiquita ha la otro ỹera Mariquita.

Miguel, peteĩ Carlos vecino katu ogue-reko peteĩ rifle ha o-jaku-sé la Carlos ỹmbà-jaguá ha ỹmbà-mbarakaja kuéra-pe.

He-'ĩ Miguel: J-jaka ta pe Carlos ỹmba-jaguá. Ára ha ha pyharé o-ñorairõ umĩ mbarakajá-ndi, ha nd^ikatú^i a-ké.

appropriate response

1. Mboy jaguá^pa ogue-reko Carlos?
2. Mãva ỹmbà-jaguá^pa ỹera Lassie?
3. Mba'é ixa^pa ỹera la ỹmbà-mbarakaja kuéra?
4. Lassie^pa peteĩ mbarakajá kuña?
5. Miguel^pa Carlos-ỹmba?
6. Mba'é^pa ogue-rekó Miguel?
7. Mba'é^pa oj-apo-sé Miguel?
8. Miguel^pa he-'í: "Xe^gusta ko'ã Carlos ỹmba kuéra"?
9. Carlos^pa o-ñarairõ Miguel-ndi ára ha pyharé?
10. Lassie^pa nd^ikatú^i o-ké Miguel gui?

Cycle 26

model

A.	Mba'é ixa^pa rei-potá? Kambý re^pa tẽra^pa pé ixa-nte.	How would you like it? With milk or just as it?
B.	Kambý re.	With milk.

TO THE STUDENT: contrast:

o-sẽ i-sý ndi	he left (in company) with his mother.
ho-ú café kamby re	he takes coffee with milk

NOTE: re (rehe, or rehevé) indicates the thing included, accompanying, or taken care of. Other examples:

Ja-jahéi va.erã ñandé plato ỹ takú ha javon re.	We should wash our plate with hot water and soap.
O-kañỹ la plata re.	He escaped with the money.
Xe-rehavé ro-ĩ entre cuarto.	Including me there are four of us.
Oi-kó xe-rehevé.	He goes around looking after me.

substitution

bife, mandi'ó	Re-'u-se^pa bife mandi'ó re?
cocido, kambý	Re-'u-se^pa cocido kambý re?
'apple pie', kesú	Re-'u-se^pa 'apple pie' kesú re?
kaguijý, kambý	Re-'u-se^pa kaguijý kambý re?
eíra, manduví	Re-'u-se^pa eíra manduví re?

translation

1.	How would he like it?	Mba'é ixa^pa oi-potá?
2.	Does he want it with sugar?	Oi-potá^pa asucá re?
3.	Do you eat peanuts with honey?	Re-'ú^pa manduví eíra re?
4.	Will he come with the money?	O-ú ta^pa la plata re?
5.	You cannot enter the comisaria with your dog.	Nd^ikatú^i rei-ké comisaria-pe nde-ỹrymba jaguá re.
6.	I saw an Indian with his arrows.	A-hexá peteĩ indio i-flecha kuéra re.

appropriate response

1. Nde^gusta^pa 'apple pie' kesú re?
2. Re-'u-kuaã^pa manduví eíra re?
3. Mba'é ixa^pa rei-potá nde-cocido?
4. Re-'ú ne^pa ndé caʼe eíra re?
5. Rej-ú^pa ra.e clase-pe hetã platá re?
6. Ikatú^pa ai-ké tupaó-pe xe-rymbà-kuré re?
7. Entre cinco^pa ña-ĩ re-rehevé?

ETC.

Cycle 27

model

Xe-pore'ỹ-me oi-ké monda há xe-roga-pe.	In my absence a thief entered my house.

variable slot substitution

Xe-pore'ỹ-me oi-ke monda há xe-roga-pe.
Xe-pore'ỹ-me oi-ke monda há tupaó-pe.
Xe-pore'ỹ-me oi-ké karaí Lopez tupaó-pe.
Nde-pore'ỹ-me oi-ke karaí Lopez tupaó-pe.
Nde-pore'ỹ-me o-ú karaí Lopez tupaó-pe.
Nde-pore'ỹ-me o-ú karaí Lopez xe-roga-pe.
Xe-pore'ỹ-me o-ú karaí Lopez xe-roga-pe.
Xe-pore'ỹ-me oi-ke karaí Lopez xe-roga-pe.
Xe-pore'ỹ-me oi-ke monda há xe-roga-pe.

translation

1. In my absence my mother wrote a letter.
2. In my absence my father killed the pig.
3. In your absence I stole your dog.
4. In your absence I entered your house.
5. In our absence they won the prize (premio).

appropriate response

1. Mba'é^pa oi-kó ra.e nde-pore'ỹ-me?
2. Mba'é^pa oi-kó ra.e xe-pore'ỹ-me?
3. Mba'é^pa oi-kó ra.e ore-pore'ỹ-me?
4. Mba'é^pa rej-apo-sé xe-pore'ỹ-me?
5. Mba'é^pa re-leé ta xe-pore'ỹ-me?

Cycle 28

model

A. Mba'é-pe^pa ña-mbojere va.erã pe yvý.	What are we supposed to turn the ground with?
B. Pala-pe.	With a shovel.

TO THE STUDENT: 'with' in the sense of 'by means of' is rendered by pe (or its nasal variant me). For example:

Ja-scriví lápis-pe.	We write with a pencil.
Ja-kytí kysé-pe.	We cut with a knife.
Ña-mba.apo ñande-pó-pe.	We work with our hands.
O-juká mboká-pe.	He killed it with a gun.
Ja-jepohei ỹ takú ha havõ-me.	We wash our hands with hot water and soap.

patterned response

1. Mba'é-pe^pa o-je-juká ryguasú, revolver-pe^pa tẽra^pa kysé-pe?
2. Mba'é-pe^pa o-je-juká elevante, flecha-pe^pa tẽra^pa mbokà pukú-pe?
3. Mba'é-pe^pa o-je-juká mberu, mbokà pukú-pe^pa tẽra^pa flit-pe?
4. Mba'é-pe^pa o-ñe-pohano tuberculosi, pohã-me^pa tẽra^pa caña-pe?
5. Mba'é-pe^pa Booth o-juká raka.e Abraham Lincoln-pe, revolver-pe^pa tẽra^pa espada-pe?
6. Ña-mbosỹi va.erã^pa ñande-aó plancha-pe tẽra^pa pala-pe?
7. Ja-'ú va.erã^pa bife ñande-pó-pe tẽra^pa tembi-purú-pe?
ETC.

appropriate response

1. Mba'é^pa jaj-apó plancha-pe?
2. Mba'é^pa jaj-apó typyxá-pe?
3. Mba'é^pa jaj-apó tembi-puru-pe?
4. Mba'é^pa jaj-apó háxa-pe?
5. Mba'é^pa jaj-apó machete-pe?
6. Mba'é^pa jaj-apó ñande-pó-pe?
7. Mba'é^pa jaj-apó ñande-py-pe?
8. Mba'é^pa jaj-apó ñande-jurú-pe?
9. Mba'é^pa jaj-apó ñande-resá-pe?
   ETC.

Cycle 29

patterns for study

O-sẽ i-sý ndi.	He left with his mother.
O-sẽ i-sy'ỹ re(he).	He left without his mother.
O-sẽ ñymbà-jaguá re(he) (ve).	He left with his dog.
O-sẽ ñymbà-jagua'ỹ re(he).	He left without his dog.
O-karú tembi-purú-pe.	He eats with utensils.
O-karú tembi-puru'ỹ re(he).	He eats without utensils.

TO THE STUDENT: Notice that 'without' in each of the above cases is expressed in the same way, i.e. the negative 'ỹ plus the postposition rehe.

repetition and conversion

Teacher: Roberto o-hó vaekué cine há-pe i-sobrino ndi.
Repeat: Roberto o-hó vaekué cine há-pe i-sobrino ndi.
Convert: Roberto o-hó vaekue cine há-pe i-sobrino'ỹ re.

Teacher: Agustin o-mba.apó kokue-pe i-túva ndi.

Teacher: Juan oi-kó Colonia Liberación-pe i-familia ndi.

Teacher Aje'i ma Pablo o-ñe'ẽ hagué i-je-gusta há ndi.

Teacher: Don Pedro o-ú Paraguái-pe i-tayra ndi.

model

O-ĩ peteĩ xe-amigo ikatú va o-me'ẽ ndé-ve mbohapy tapití nde-cobra'ỹ re mba'evé.	There is a friend of mine who can give you 3 rabbits without charging you anything.

COMPARE THE FOLLOWING:

o-cobra'ỹ	he doesn't charge
o-cobra'ỹ rehe	Without his charging

model

Avâ^pa ikatú o-me'ẽ xé-ve tapití xe cobra'ỹ re mba'evé.	Who can give me 3 rabbits without charging me anything.

1.	O-mba.apó o-pytu'u'ỹ re.	He works without ceasing.
2.	Oi-ké o-paga'ỹ re mba'evé.	He entered without paying anything.
3.	O-ú o-henõi'ỹ re ava-vé-pe.	They came without calling anyone.
4.	Ho-'ú ý o-pupu'ỹ re.	He drank water without boiling it.
5.	Ho-'ú yvá o-johèi pỏra'ỹ re.	She ate the fruit without washing it well.
6.	O-sẽ avavé oi-kuaá'ỹ re.	John left without anyone's knowing it.
7.	A-ná ta la reunión há-pe o-u'ỹ re ava-vé xe^reká.	I will go to the meeting without anyone's coming to get me.
8.	O-sẽ xe-rehe'ỹ.	He left without me.
9.	Ai-kó coche'ỹ re ha plata'ỹ re.	I'm going around without car and without money.

10. Upéva 'ỹ re ava-vé ndi^katu^i oj-apó mbà'e-vé. — Without that no one can do anything.

11. Hetá gente oi-kó ogue-rekó 'ỹ re ho-'ù va.erã ha o-mondè va.erã. — Many people go around without anything to eat or anything to wear.

model

O-ñotỹ tomate o-prepara 'ỹ re la yvý.	He planted tomatoes without preparing the ground.

patterned response

T. Ha'é ndo^prepara^i va.ekué la yvý.

S. O-ñotỹ avatí o-preparà 'ỹ re la yvý.

T. Ha'é ndo^heka^i va.ekué yvý porã.

S. O-ñotỹ avatí o-heka 'ỹ re la yvý porã.

T. Ha'é ndo^abona^i va.ekué la ij—yvý.

T. ha'é no ñohéi y o-pupu va ij vy re.

dialog

A. Mba'é^pa oj-apó vakué ?

B. O-ñotỹ tomate o-prepara'ỹ re la yvý.

T. Upe monda-há o-kañỹ plata reheve.
Repeat: Upe monda-há o-kañỹ plata reheve.
Convert: Upe monda-há o-kañỹ plata'ỹ rehe.

T. Ña Clotilde o-hó Paraguáy-pe i-mba'é repý reheve.
T. Tapiá oi-kó i-portafolio reheve.
T. Pe índio-pe a-hexà jevý ma centro-pe i-flecha kuéra reheve.
T. Don Pablo o-ú ore^visitá vo hymba-juguá reheve.
T. La criado o-guahè o-ú vo Don Silvio-rymba guéi reheve.

T. Upé i-ñembyahýi va o-karú tembi-purú-pe.
S. I-ñembyahýi va o-karú tembi-purú-pe.
S. I-ñembyahýi va o-karú tembi-puru'ỹ re.

T. Xe-hermano o-nohẽ va.ekué yvý pála-pe.
T. Pe kuñà-karaí o-kuerá pohà ñana-me.
T. Pe kuimba'é i-py'à-guasú.

contrast

O-paga'ỹ — He doesn't pay
O-paga'ỹ re(he) — Without (his) paying

TO THE STUDENT: Notice that the idea of 'without (VERB) ing' is expressed by adding 'ỹ rehe to the verb.

repetition - conversion

T. Ha'é o-mba.apó ha ndo^pytu'u^i. (works, rests)
Repeat: ha'é o-mba.apó ha ndo^pytu'u^i.
Convert: Ha'é o-mba.apó o-pytu'u'ỹ re.

T. Ha'é oi-ké ha ndo^pagá^i.
T. ha'é o-ú ha nd^o-henõi^ri ava-vé-pe.
T. María hoy'ú ha nd^o-pupu^i. (dirnk water, boil)
T. A-há ta la reunión há-pe ha ava-vé nd^o-ù mo'ã^i.
T. O-ĩ peteĩ karaí o-me'ẽ ta va ndé-ve mbohapy tapití ha nda^nde^covrá mo'ã^i ndé-ve mbà'e-vé.

model

O-sẽ re-rehe'ỹ. — He left without me.

TO THE STUDENT: Notice that when the post-position 'ỹ rehe is added to a pronoun it becomes rehe'ỹ.

patterned response

1. O-sẽ xe-rehe'ỹ?
2. Ha xe-rehe'ỹ?
3. Ha pende-rehe'ỹ?
4. ha nde-sy'ỹ?

5. Ha i-sako 'ỹ?
6. Ha iñ-nermano 'ỹ?

dialog

Rei-mẽ gu̇éteriˆpiko ndé ?	Are you still around ?
Hẽe. Ai-mẽ.	Yes I am.
Ha Juan.	And Juan.
Juan o-sẽ xé rehe 'ỹ	Juan left without me.

REVIEW STAGE

practice . Going to Bed

Mba'é^pa rej-apó re-ĩna ?

A-moĩ porã a-ĩna xe-rupá a-ké hağuã.

A-ñe-mboí a-ĩna a-ké hağuã.

A-leé a-ĩna xe-rupá-pe a-ké mboyvé.

A-scriví a-ĩna peteĩ carta a-ké mboyvé.

Mba'é^pa rei-potá ?

E-kirirĩ, t-a-ké.

E-mbogué pe lús t-a-ké.

E-pu'ã xe-rupá gui t-a-ké.

E-mbogue pe radio.

E-moĩ mbegue-vé pe radio.

Anĩ nde-aivú ti.

E-mbotý pe o-ké.

Ei-pe'á pe ventána t-oi-ke yvytú.

E-myandý pe lús t-a-heka mĩ xe-reló.

E-sẽ oká-pe t-a-ñe-mboí.

E-rovà mĩ xe-ndivé ko tupà ko'águi.

Ai-potá xe^mombáy voí ko'ẽro.

Ai-potá xe^mombáy la séis ko'ẽro.

practice Getting Up

1. Mbà'e óra^pa ndé re-pu'ã ?
2. A-pu'ã la séis rupí.
1. Mbà'e óra^pa ndé re-ñenõ ?
2. Sapy'ánte las nuéve ha sapy'ánte las ónce.
1. Mba'é ixa^pa ? O-pu'à ma^pa José ?
2. Nahãniri.
1. Ajé^pa i-keraná !
1. Carlos, ña-pu'ã py !
2. Nahãniri, xé nd^a-pu'à-sé^i guèteri.
1. Mba'é rã^pa xe^mombáy voĩ-eté.
2. Nda^nde-mandu'á^i^pa este diá jague-reko há peteĩ exámen ?
1. Xáke rei-ty la nde-arambohá.
2. A-hexá, angè pyharé ma voí ho-'á kurĩ.
1. Mba'é^pa o-jehú Lorénzo-pe ?
2. Francisco o-ñohẽ hesè ý hupá-pe.
1. Te-kotevè ña-pu'ã ja-studiá.
2. Xé a-studiá ta xé rupá-pe-nte.
1. ha nde^re-ho mo'ã^i^pa clase-pe ko pyhare-vé ?
1. Francisco, mbà'e óra^pa re-pu'ã ta ?
2. Agà-ité ma. E-moĩ radio ña-hendú mba'é^pa o-ĩ i-pyahú va.
1. Te-kotevẽ re-ña-kakarái re-pu'ã riré porque nde-akã xará.
2. ha nd^ai-kuaá^i moò^pa oĩ-mé la xe-kyguá.

1. I-ky'á ma la ñande-savaná.

2. Ha e-pu'à py t-a-jonéi.

1. Mba'éˆpa rej-apó re-ĩna.

A-moĩ a-ĩna xe-corváta.

A-ñe-mondé a-ĩna.

Aj-apó a-ĩna xe-rambosà guá.

Food Preparation and Eating

practice

1. O-pupú maˆpa la nde-lócro?
O-pupú maˆpa la nde-kambý?
O-pupú maˆpa la nde-ý?
O-pupú maˆpa la nde-rembi'ú?

2. O-pupú raẽ va.erã o-jy porã hagüã.
O-pupú raẽ va.erã re-mboguejỳ hagüã.
O-pupú raẽ va.erã re-mbohu'ũ hagüã.
O-pupú raẽ va.erã re-moĩ hagüã pypé la juký.

3. Pe-jaguá-pe o-gustá la so'ò pýra.
Pe-kuré-pe o-gustá la pàpa pýra.
Pe-mbarakajá-pe o-gustá la kambỳ pýra.

Xé-ve ndaˆxe-gustáˆi la so'ò pýra. Ha ndé-ve?
Xé-ve aveí. Xé kuimba'é, ndaˆjaguáˆi.

1. O-jý maˆpa la nde-rembi'ú?

2. Ne'ĩra guèteri, pero o-pupú ma hĩna.

1. Mba'é ixaˆpa nde-gustá la verdúra, pýraˆpa tẽra o-jỳ pyré?

2. Xeˆgustá o-jỳ pyré.

1. Ndaˆhéˆi ko ẽtembi'ú.

2. Añetẽ er-é, he'ẽ mboxý.

1. Ko ẽtembi'ú oi-kotevẽ-vé juký.

2. Ha ko café asucá.

1. I-séco-itereí ko ẽtembi'ú,ndˆikatùˆi ha-'ú.

2. He'ú na cervésa ni'ári.

1. Re-mbohe'ẽ-vé va.erã la nde-rembi'ú.

2. Xéˆpa? Nahãniri, he'ẽ porã ma.

Mba'éˆpa o-jehú ndé-ve?

Xe-ahy'ó pa'ã.

Xe-pytỹ ko kambý.

Hatã-itereí ko galléta.

I-jỹ-etereí ko so'ó.

Ndˆikatúˆi ai-kytĩ so'ó.

O-ñehẽ xe-hegui ẽtembi'ú.

1. Xé ya xe-ryguatã ma.

2. Xé a-karu-vé ta guèteri mixĩ mĩ.

1. Xé xe-ñembyahýi guèterì.

2. Mba'éˆpa re'ù-se-vé?

1. Xé na'u-se-vé kumandá.

2. Ha xé katu ha'ù-vé ta so'ó.

Recreation

practice

1. Ja-há ja-hugá pelota.
   Ja-há ja-hugá volivol.
   Ja-há ja-hugá vásquevol.
   Ja-há ja-hugá tẽnis.
   Ja-há ja-hugá béisbol.

2. Ro-hugá kurĩ pelota (etc.).

   Mãva^pa o-ganà ra.é?

   Mãva^pa o-perdè ra.é?

   Pe-sẽ^pa o-jojà ra.é?

1. Nde^re-huga-sé^i^pa varáha xe-ndivé?
2. Nahãniri. Pero a-huga-sé pelota.

1. O-ñe-pyrũ ma^pa la partído?
2. Nahãniri pero o-ñe-pyrũ mbota ma.

1. Mba'è óra^pa opá ta ko partído?
2. Nd^ai-kuaá^i. Pero aje'i ma o-ñe-pyrũ hagué.

1. Mba'é ixa^pa oĩ hĩna hikuái?
2. Jaguarete o-ganá dos a cero.

1. Oi-kó peteĩ penál. Mãva^pa oi-nupá ta?
2. Ikatú oi-nupá Francisco. Ha'é oi-nupà porã la pelota.

1. Mba'é reˆpa ndeˆre-huga-se-véˆi ma?

2. Xé kane'õ ma gui.

1. Ne'ĩraˆpa nde-kane'õ?

2. Nahãniri. Pero ndé ndeˆre-huga-se-véˆi ma rõ, ja-poí.

1. Ndeˆpa re-mateà-kuaá?

2. Nahãniri. Pero a-nohẽ-kuaà sáke.

Listening In

about the weather

dialog

A. Ajéˆpa ára hakú hĩna?	Boy, isn't it hot?
B. Añeté er-é.	You're telling me!
A. O-ký taˆpa?	Will it rain?
B. Nahãniri. Ndˆo-kỳ mo'ãˆi.	No, it won't rain.

dialog

A. Àra hakú hĩna, ajéˆpa?	It's hot, isn't it?
B. Ajéˆpa àra hakú hĩna!	Boy, isn't it hot!

listening in

José:	Mba'é ixa^pa pende-asajé?	How are you this noon?
Pedro:	I-põra mĩ-nte hĩna, ha ndé?	Just fine. And you?
José:	I-porã-nte aveí.	Just fine, too.
María:	Re-karú ma^pa ra.è?	Have you eaten yet?
José:	Nahãniri. Aj-ú ramo hĩna xé a-mba.apò há gui.	No. I'm just coming from work.
Pedro:	E-guapý, x-amigo, ha e-karú ore-ndivé.	Sit down, my friend, and eat with us.
María:	Mba'é^pa re'ù-sé?	What would you like to eat?
José:	Regue-rekó va-nte.	Whatever you have.
Pedro:	E-mbohasa mĩ xé-ve pe ý.	Pass the water.
José:	Nde^re-je-servi-vé^i ma^pa, Ña María?	Won't you have some more, Doña Maria?
María:	Gracias. Ko'ã va-nte i-porã ma.	Thanks. This is fine.
Pedro:	Nda^i-pori^pa yvá?	Is there no fruit?
María:	O-ĩ paková ha merõ.	There are bananas.
José:	O-cocina hé la nde-rembi-rekó.	Your wife cooks very well.
Pedro:	Hẽe. Añeté er-é.	That's right.

A. Rej-ú ra'é?
B. Hẽe, aj-ú kurĩ.
A. Ha moõ^iko re-hó ra'e?
B. Ha Luque-pe.

A. Re-scriví ra'é xu-pé. Ajé^pa?
B. A-scriví rei-kuaá ra.e.
A. Hẽe ai-kuaá. Ha mãva^iko he-'í ndé-ve ra'e.
B. José o-mombe'ú xé-ve kuehe.

for study and listening in

A.	Mba'é^pa nde-re-ru-mí á-pe?	What brings you here?
B.	Aj-ú po^ñandú vo. Mba'é ixa^pa pei-kó.	I have come to visit you-all. How are you.
A.	Roi-kó porã-mbá-nte.	We are all fine.
B.	ha lo mitã^pa hesãi-mbá-nte?	Are your children all well?
A.	ha ná á-pe, i-jùru he joá hikuái.	Here they are, all healthy (with good apetites). (Lit. with delicious mouths)

A.	Mba'é^pa la he-'í va hĩna?	What is he saying?
B.	Oi-potá ja-heja xu-pé o-studiá, he-'í.	He says he wants us to let him study.

A.	Don Porfidio i-poxy hĩna nde-memby ndi.	Don Porfidio is very mad at your son.
B.	Mba'é re^piko?	Why?
A.	O-hexa-pá-ite xu-pé o-mondá jave hĩna la i-paková.	He caught him stealing his bananas.

A.	Mba'é re^pa nda^pe-hó^i ma?	Why haven't you already gone?
B.	Ro-ha'arõ gui ro-ĩna José-pe.	We are waiting on Joe.
A.	Mba'é^iko oj-apó hĩna ha'é?	What is he doing?
B.	Mba'e-vé, ne'ĩra-nte oĩ-mbá hĩna.	Nothing, he is just not ready.

1. Ai-kuaá re-mbopù-kuàa há arpa.
2. Mahãniri. Nd-a-mbopu-kuaá^i.
1. Ah, mbaraka !
2. Mbaraka katu a-mbopu-kuaá.

1. Moõ guive moõ-peve^pa ja-leé ta.
2. A-guive pe peve.
1. Araka'é guive^pa re-leé hĩna ko livro?
2. Aj-ú guive ko'á-pe.

questions to anticipate

Q1. Mba'é^pa la Cuerpo de Paz?

A. La Cuerpo de Paz peteĩ organisación ogue-reko va voluntario o-sẽ va Norteamérica gui o-hó haĝuã otro tetã-me. O-ñe'ẽ-kuaá hikuái pe ñe'ẽ o-je-purú va mamõ tetã o-ho há-pe, oi-kó la gènte kuéra ndi ha o-mba.apó hikuái o-je-spesialisa va.ekue-pe.

Q2. Mba'erã^pa o-ĩ la Cuerpo de Paz?

A1. Ro-ĩ ko'á-pe ro-mba.apó haĝuã Servicio de Extensión Agrícola ndi (tẽra programa de Saneamiento Ambiental ndi). Roi-pytyvõ-sé xu-pe kuéra opá mba'é oj-apó hĩna-pe.

A2. Cuerpo de Paz oj-apó heta mba'é porã.ikatu haĝuã o-jo-gueraha põra-vé la Norteamericano kuéra ambue tetã ndi, tẽra, (la ha'e-sé va) roi^kuaá põra-vé haĝuã peẽ-me, ha peẽ ore^kuaá põra-vé haĝuã aveí.

Q3. Mãva^pa o-pagá peẽ-me, gobierno Norteamericano tẽra gobierno Paraguayo?

A. Oré voluntario-nte. La gobierno Norteamericano o-pagá ore-entrenamiento re, pasaje re, aó re, ha opá mba'é re ro-ĩ ajá ko'á-pe, la gobierno Paraguayo katu o-contribuí ore-pasaje rã roi-kó ajá ko'á-pe, ha hetà mba'e-vé.

Q1. Qué es el Cuerpo de Paz?

Es un programa en que v... tarios Norteamericano van a otros países, aprenden su idioma, viven entre la gente, y ayudan técnicamente en su campo de especialidad.

Q2. Cuál es la misión del Cuerpo de Paz?

A1. Estamos aquí para trabajar con el Servicio de Extensión Agrícola (o Programa de Saneamiento Ambiental) y ayudar en los programas que éste está desarrollando.

A2. La misión del Cuerpo de Paz es crear mayor comprensión entre el pueblo norteamericano y otros pueblos; es decir, darnos a nosotros la oportunidad de conocerles a ustedes y a la vez ayudarles a ustedes a conocernos a nosotros.

Q3. Quienes les pagan a ustedes, el gobierno Norteamericano o el gobierno del Paraguay?

A. Somos voluntarios. El gobierno Norteamericano paga los gastos de entrenamiento, transporte, estadia, ropa, etc., y el gobierno Paraguayo contribuye materiales, transporte, local, etc.

Q4. Pe-elehí^pa peẽ la t̃etã pe-ho-sé ha?

A. Hẽe. Ro-mondó vo la ore-solicitud ro'é moõ^pa ro-ho-sé.

Q5. Mba'é re^pa re-elehí rej-ú hagũã Paraguái-pe?

A. Xe-interesá gui la cultura, música, ha gente paraguái-pe pe gua. Ko'á peteĩ t̃etã i-porã va ha la gente kuéra iñ-amable-étereĩ.

Q6. Nde-r̃ú kuéra^pa oi-kové guèteri?

A. Hẽe. Ha'e kuéra oi-kové guèteri?.

Q7. Mba'é^pa he-'ĩ hikuái nde aré ta hague re á-pe?

A. Ha'e kuéra oi-kuaá porã mba'é-pa aj-apó Cuerpo de Paz-pe ha o-ĩ xe-ndive. Ha oi-kuaá aveĩ ko'ãga xe-amigo ñeta ha avy'a-étereĩ-há.

Q8. Re-hexa ga'ú^pa nde-r̃ú kuéra-pe?

A. Hẽe, a-hexa ga'ú xũ-pe kuéra ha ha'e kuéra aveĩ xe-rexá ga'ú pero py'ỹinte ro-jo-scriví anĩ hagũã ndo^ro-vy'a^i. Ha'e kuéra oi-kuaá ko 2 años a-pytá va ko'á-pe xe-ptytvõ ta há xe-educación-pe. Ha'e kuéra oi-potá xe ai-kuaá ambué t̃etã ha la i-costumbre aveĩ.

Q4. Eligen ustedes el país donde quieren ir?

A. Si. Al mandar nuestra solicitud declaramos nuestra preferencia en cuanto al lugar donde querríamos ir.

Q5. Porqué eligió venir al Paraguay?

A. Tengo interés en la cultura, música, gente, etc. del Paraguay. Es un país muy lindo y la gente es muy amable.

Q6. Tiene todavía a sus padres?

A. Sí, los tengo.

Q7. No se opusieron a que usted viniera aquí por tanto tiempo?

A. No. Ellos, saben cual es la misión del Cuerpo de Paz y están de acuerdo con lo que estoy haciendo. Además saben que estoy ganando aquí muchos amigos y que me encuentro feliz.

Q8. No les estrañan mucho ellos?

A. Sí, me extrañan mucho y yo les extraño mucho también, pero nos escribimos a menudo y esto ayuda a que no nos sintamos tan tristes. También ellos consideran a estos 2 años como parte de me educación. Ellos quieren que tenga la oportunidad de conocer a otro pueblo y sus costumbres.

Q9. Mba'é entrenamiento para reguerekó ra.e?

A. Ro-ĩ va.ekue 3 meses peteĩ universidad Norteamerica-pe. Roi-kuaá haĝuã Paraguái gui, i-gente kuéra gui, ha i-custumbre gui. Ro-studiá aveĩ karaĩ ñe'ẽ ha ava ñe'ẽ ha ro-resivi peteĩ entrenamiento especial_____ ha upéi ro-pytá 4 semana San Lorenzo-pe, upé-pe roi-kó Paraguayo kuéra ndi ha upe ajá ro-stùdia vé la roj-apó va.erã.

Q10. Xé a-rekó peteĩ kotỹ xe-róga-pe. Mba'é reˆpa ndéˆre-juˆi rei-ko haĝuã ore-ndive?

A. Oré-ruvixa kuéra he-'í oré-ve rei-ko haĝuã peteĩ pensión-pe roi-kuaá ha ro-ntendé pòra-vé pevé la pueblo ha la gente kuéra-pe. Upéi ro-hó ta roi-kó la óga particular-pe.

Q11. Mba'é reˆpa pe-mba.apó organisación gobierno-pe gua ndí añó?

A. Oré ndoˆro-mba.apóˆi gobierno ndi añó. Roi-kuaa vové peteĩ organisación particular o-ñepyrỹ há peteĩ programa porã oré ro-ĩ ro-mba.apó haĝuã ixa hendive-kuéra.

Q12. Cuerpo de Pasˆpa peteĩ organisación religiosa?

Q9. Qué clase de entrenamiento ha tenido usted?

A. Pasamos tres meses en una universidad en Norteamérica aprendiendo acerca del Paraguay, las gentes y sus costumbres. También estudiamos español y guaraní y recibimos entrenamiento especial de la técnica de_____. Después pasamos cuatro semanas en San Lorenzo con familias Paraguayas durante las cuales estudiamos más acerca de lo que estaremos haciendo aquí.

Q10. Yo tengo una pieza en mi casa. Porqué no viene a vivir con nosotros?

A. Nouestros directores nos han instruído a vivir en una pensión hasta que conozcamos y comprendamos mejor al pueblo entonces podemos vivir en una casa particular.

Q11. Por qué trabajan ustedes solamente con organizaciones del gobierno?

A. No nos limitamos a trabajar con organizaciones del gobierno. En cuanto una organización particular desarrolla un programa adecuado estamos listos para trabajar con ella.

Tiene el Cuerpo de Paz alguna misión religiosa?

A. Nahãniri. Ndaˆha'éˆi organisación religiosa. Upépe oi-ké oi-me raẽ va religion-pe gua. Entero o-ñondive pá ro-mba.apó opá tetã tuixa-vé haĝuã .

Q13. Ndeˆpa re-mendá va?

A. Hẽe.

Q14. Yma maˆpa re-mendá ra.è?

A. Oj-apó un año.

Q15. Mba'é reˆpa ndeˆpende-membýˆi?

A. Cuerpo de Paz ndoˆpermitiˆri oré-ve la ore-membý ko'ã dos años roi-me aja ko'á-pe. Xe-rembi-rekó i-membý rõ ndaˆikatu mo'ãˆi o-mba.apó porque oñ-atende va.erã i-membý re.

A. No. El Cuerpo de Paz no es una organización religiosa. Personas de cualquier religión puede ser integrantes de ella. Todos trabajamos juntos para un fin común.

Q13. Es casado Usted?

A. Sí.

Q14. Cuánto hace que se casó?

A. Un año.

Q15. Por qué no tienen hijos?

A. El Cuerpo de Paz no nos permite tener hijos durante estos dos años. Si tenemos hijos la esposa no puede trabajar porque tendrá que cuidar a los niños.

WORD STUDY

Adjectives

morotĩ white
o-mbomorotĩ he whitens it
ky'ã dirty
o-mbongy'á he makes it dirty
põrã-vé better
o-mbopõra-vé he improves it
akỹ wet
o-mbyakỹ he wets it down
i-kã dry
o-mbokã he dries it
hakuã sharp
o-mbohakuã he sharpens it
he'ẽ sweet
o-mbohe'ẽ he sweetens it
tuvĩxa great; large
o-mbotuvixa he enlarges it
pyhaũ new
a-mbopyhau I renew it

Nouns

kuarahý sun
o-mbokuarahý he suns it
kuã hole
o-mbokuã he perforates it
héra he names it
sã rope
o-mbosã I hitch (the animal to something)
pukú long
a-mbosãpukú I hitch it with lots of slack
mbykỹ short
a-mbosãmbykỹ I hitch it with little slack
vyvý seam
a-mbovyvý I sew it
tavý fool
o-mbotavý he fools him
hendý blaze
a-mby(h)endý I light a fire
atý pile
o-mbyatý he gathers them

Verbs

o-páy he wakes up
o-mbombáy he wakes him up
o-pu'ã he rises
o-mbopu'ã he raises it
o-kẽ he sleeps
o-mbongé he puts him to sleep
o-iké he enters
o-mboingé he puts it in
o-ú he comes
o-mboú he sends (makes come)
o-sẽ he leaves
o-mbosẽ he gets rid of it
o-ikové he lives
a-mboingové I make it live: keep it alive
o-karú he eats
o-mbongarú he feeds him
o-kuerá he heals
o-mbonguerá he heals him
o-hasá to pass
o-mbohasá he passes it

El Telegrama

Los estudiantes se sientan en círculo tomados de la mano. Uno de ellos queda en el centro del círculo como 'X' en la gráfica de abajo.

1

8 2

7 X 3

6 4

5

El juego consiste en enviar ciertos 'mensajes' a otro por medio de señales imperceptibles otra vez de las manos unidas. El estudiante en el centro tratará de descubrir quién está pasando a quién el 'mensaje' antes que ella llegue a la persona a quien es enviada. Veamoslo. El número 1 quiere enviar un telegrama. Entonces:

Número 1: Ague-rehauka-sé peteĩ telegrama.

X: Mãva-peˆpa, karaí?

Número 1: Ague-rahauka-sé Carlos-pe. (Carlos es el número 8 y le envia.)

X: O-guahẽ maˆpa?

Número 8: Ne'ĩra guèteri. (u) O-guahẽ ma!

Supongamos que 'X' logra ver o descubrir que el número 5 está pasando el 'mensaje' a número 6 por medio de una presión en la mano. Entonces 'X' dirá: Na pé-pe. Y número 5 como perdedor ocupará el lugar de 'X' en el círculo, hasta que caze a otro mandando el 'mensaje'. Puede jugarse hasta que todos hayan tenido la oportunidad de ser 'X'.

Si los estudiantes están capacitados puede añadirse el contenido del 'mensaje' o telegrama. Por ejemplo:

1. A-ñè'e-sé nde-ndivé.

   A-kàru-sé nde-róga-pe.

   A-mendá ta ko'ẽro.

   etc.

listening for comprehension

Xé apu'ã kurì ko pyhare-vé-pe, a-jovahei, a-jahu, a-ñe-hendyva'o ha arambosá. ha upéi a-há kurì xe-trabaho há-pe a-mba.apó ḣetá, ha kane'õ reheve aj-ú xe-ṙoga-pe a-pytu'ú.

ko vacación o-hasávakué-pe a-há kurì xe-ṙoga-pe a-ñandu vo xe-sý umĩva-pe. ḣetá a-vy'á rire hendive kuéra a-há kurì upéi, a-guatá umĩ xe-gente kuéra ṙoga rupi, a-guero-vy'a mĩ xù-pe kuéra. Ha upéi a-há mariscape xe-ṙú ndi ha ro-juká peteĩ guasu-pytã tuixa-pá jepé va.

listening in

Almacenero:	Este diá oĩ ryguasu rupi'á	Today there are eggs.
David:	Mboý^pa re-jururé hese? A mboý^pa la docéna?	How much do you ask for them? At how much a dozen?
Almacenero:	A ochenta la docéna.	At 80 a dozen.
David:	Hepy-eté^pa!	How expensive!

for study and listening in

A. Juan he-'í xé-ve nde re-ñõty-se há zanahoria?

B. Hẽe. A-ñepyrũ ta a-mba.apó la xe-yvý re.

A. Nde^pa re-pensá raka'e re-mḅoñemuñá vo aveí tapití nde-korapý-pe? — backyard

B. Nahãniri. Hepy-etereí la ḣembi'u rã.

A. Nda^ha'é^i la hepyeté va. Ikatú re-'uká xù-pe kuéra kapi'ipé hazanahoria ṙogué. Rei-kuaá^pa ndé regue-reko rõ mbohapý tapití nde-korapý-pe, mokõi kuña ha peteĩ macho, ndé ha nde-familia ikatú ha pe'ú ho'ó año pukukue ajá, una vez por semana? — grass; leaf; year's length

B. Hẽe, pero heta-itereí re-mba.apo va.erã hesẽ kuéra.

A. Ryguasú ñe-mbongakuaá hasyete-vé, tapití ñe-mḅongakuaá barato-vé, ha sa'i-vé i-mba'asy. — raising; less; illness

B. Mboy^pa o-vale la tapití?

A. Mbohapy o-hupytý amõ 1.000 guaraní rupi ha la hènda guá 200 rupi. — reach their housing

B. Xé nda^gue-reko^i la plata a-jogua haĝuã ixa la tapití.

A. Ikatú ne^pa re-jogua la o-ñe-kotevẽ va ñenda guá kuéra? — lo necesario

B. Ikatú ne.

B. Nde^regue-reko^i rõ jepe la hèpy rã, oré ikatú ro-conseguí ndé-ve, o-ĩ peteĩ xe-amigo o-me'ẽ ta va ndé-ve mbohapý tapití nde^cobra'ỹ re mba'evé, ndé re-me'ẽ ta ramo xu-pé la seis re-mbongakuaá rãe-vé va. Pero re-gue-rekó vové hetá tapití, ndé rej-apó ta upé ixa aveí peteĩ nde-amigo re. — when you have

B. I-porã la nde-idea, ikatú ne^pa upe riré a-ñepyrũ a-je-heká la tapití ro'o ñe- vende-pe? — sell, market

A. Nde-rehé nte ma o-ĩ upé va. Tapití ro'o o-valé Paraguaý-pe 140 el kilo. — that depends on you

B. I-porà-itereí upé va, pero Paraguaý mombyrỳ-etereí.

A. Pero ndé niko ikatú ko'á-pe-té re-je-heká pype. — you yourself market

B. Xe^pytyvõ ne^pa a-roja haĝuã la i-kotevẽ va henda guà kuéra. Xé nd^ague-reko^i mba'é-pe^pa aguerú ta? — bring for their pen

A. Hẽe, mba'é guite^pa anĩ xéne ta? Mba'é teko^pa ja-jo-topárõ lunes ferretería rovái las nueve rupi. — Why not? How about?

B. O-ĩ porã, ja-pytá upé ixa, entonces. Hasta luego.

Boil Well-Water

Xe-avuelo róga-pe o-ĩ peteĩ ỹ-kuá. Ha ro-nohẽ vo ixu-gui la ý, ndaˆjepi i-porãˆi. Sapy'á-nte henyhẽ-mbá yso'í ha opá ixa guá víxo ndˆo-je-hexáˆi va gui. Ha o-je-'ú ramo upe ý ky'á gui, umiva umĩ víxo o-poro-mbohasý. Pero o-ñe-mbopupú ramo upe ý media óra rupi, o-manõ-mbá hikuái ha o-pytá la ý i-potĩ sakã.

In my grandfather's home there's a well. And when we fetch water from it, it's not always good. Sometimes it is all full of worms and all sorts of bugs which are not seen. And if one drinks of the dirty water, those bugs cause people sickness. But if the water is made to boil for about half an hour the bugs will die and the water stays clean and clear.

listening for comprehension

(Ñéra), ña-moĩ ndé re-ñenõ voí hagué kurì angè-pyharé, ha xé katú ndˆa-ñenõ voíˆri hagué, a-há gui a-farreá nde-chica ndi.

appropriate response

1. Xéˆpa a-ñenõ voí ra.è angè-pyharé?
2. Ha'éˆpa o-ñenõ voí ra.è angè-pyharé?
3. Angè-pyharé ha'é o-ñenõ voí kurì.
   Ha araka'éˆpa ndé re-ñenõ voí ra.è?
4. Mãva ndiˆpa a-ha a-farreá ra.è angè-pyharé?

listening for comprehension

Kuehé a-pu'ã kurì las seis. A-jovahéi , a-ñe-hendỳva'ó, ha aj-ú ko'á-pe, a-ñe'ẽ, a-mba.apó, ha a-vy'a pende-ndive. Upéi a-há kurì a-karú cafetería-pe ha a-há a-ké.

Upéi a-pu'ã, a-studiá guaranĩ, a-scriví peteĩ carta ha pe las tres rupi, aj-ù jevý á-pe, a-topá José-pe, ha upéi pej-ú kurì peẽ. Upéi opá riré la ñande-clase a-há kurì a-cená ha upéi a-jahú ha a-ñakãky'ó.

A-ñakãky'o riré a-ñenõ, a-leé peteĩ novela, ha pe las 10 rupi a-ké.

appropriate response

1. Mba'é hóraˆpa a-pu'ã ra.è kuehé?
2. Moõˆpa a-há ra.e?
3. Mba'éˆpa aj-apó ra.è?
4. Moõˆpa a-karú ra.è?
5. Mba'éˆpa aj-apó ra.è a-karu riré?
6. Mba'éˆpa a-studiá ra.è a-pu'ã riré?
7. Mba'éˆpa a-scriví ra.è?
8. Mba'éˆpa aj-apó ra.è pe las tres rupi?
9. Mãva-peˆpa a-topá ra.è?
10. Mãvaˆpa o-ú ra.è upéi?
11. Mba'éˆpa aj-apó ra.è opá riré la ñande-clase?
12. Mba'éˆpa a-leé ra.è?
13. Mba'é (h)óra rupiˆpa a-ké ra.è?

listening for comprehension

Xé xe-ŕéra Eulogia Centurion. A-nacè va.ekué Villarríca-pe el dos de noviembre de 1944. A-rekó 15 hermano, ha xe-sý ha xe-ŕú. Oj-apó tres méses aj-ù hagué ko'á-pe a-mba.apo haguã.

Arakué a-mba.apo peteĩ despensa-pe ha pyharekué katú a-studiá ikatu haguã ixa ai-pytyvõ la xe-familia kuéra-pe porque oré ore-mboriahú ha ore-ŕetá, ha aveí la xe-ŕú i-tujá ma ha ndˆikatu-véˆi ma o-mba.apó.

Culture Note

Las adivinanzas en el Paraguay son muy populares. Es el pasatiempo en el que los arandu ka'atý miden el poder de su ingenio o la chispa de su imaginación.

Es en realidad un concurso del saber. Los temas son incontables. Está profundamente incrustada en la cultura paraguaya. Es que todo paraguayo es amigo de la adivananza; nada le impresiona tanto como la habilidad mental a la manera del Supin del Crimen de la calle Morque de Poe.

Adivinanzas

El maestro puede explicar brevisimamente (en guaraní) el lugar que ocupa las adivinanzas en la cultura paraguaya. Luego puede hacer un activo concurso de adivinanzas. Los primeros deben ser los mas fáciles tratando sobre cosas conocidas por los PCV. Luego puede dar a cada voluntario la oportunidad de desafiar a la clase con su propia adivinanza.

Maravilla, maravilla
Mba'é mbotèˆpa
O-ñe'e pero ndaˆi-jurúˆi
O-guatá pero ndaˆi-pyˆi?

La Carta

Maravilla, maravilla
Mba'é mboteˆpa
O-mba.apó pero ndˆo-ganaˆi
Ndˆo-ganaˆi pero i-plata-vé
Entero gui.

Voluntario (PCV)

Maravilla, maravilla
Mba'é mbo--teˆpa
O-veve pero ndaˆguyraˆi
I-pepó pero ndˆoi-puruˆi
O-mbo'a pero ndaˆhupi'àˆi
O-kororõ pero ndaˆtoroˆi?

Avion

Maravilla, maravilla
Mba'é mboteˆpa
O-turuñe'è pero ndaˆpomberoˆi
O-timbo pero ndâcigarrilloˆi
O-jogua mboi-pe pero ndaˆmboiˆri
Hi'ora pero ndaˆñe-manòˆi?

El Tren

Unit Nine

CORE STAGE

Cycle 1

model

Ai-pytyvõ kurî xu-pé kokuehé ĥembi-apó-pe.	I helped him last time with his work.

patterned response

1. Ai-pytyvõ kurî xu-pé kokuehé ĥembi-apó-pe. Ha ndé?
   Ai-pytyvõ kurî xu-pé kokuehé ĥembi-apó-pe.
2. Ha peẽ?
   Roi-pytyvõ kurî xu-pé kokuehé ĥembi-apó-pe.
3. Ha ha'é?
   Oi-pytyvõ kurî xu-pé kokuehé ĥembi-apó-pe.
4. Ha oré?
5. Ha xé?
6. Ha ñandé?

substitution

Don Silverio	Roi-pytyvõ kurî Don Silverio-pe kokuehé ĥembi-apó-pe.
Xu-pe kuéra	Roi-pytyvõ kurî xu-pe kuéra kokuehé ĥembi-apó-pe.
Ña Ruperta	Roi-pytyvõ kurî ña Ruperta-pe kokuehé ĥembu-apó-pe.
Umi Agente de Extenxion Agrícola	Roi-pytyvõ kurî Umi Agente de Extencion Agrícola pe kokuehé ĥembi-apó-pe.

Cycle 2

model

Kuehé ambué a-hexá xu-pe ĥóga-pe.	Day before yesterday I saw him at home.

substitution

A-ĥexá	Kuehé ambué a-ĥexá xu-pe ĥóga-pe.
A-ĥenõi	Kuehé ambué a-ĥenõi xu-pe ĥóga-pe.
Ai-pytyvõ	Kuehé ambué ai-pytyvõ xu-pe ĥóga-pe.
A-ĥejá	Kuehé ambué a-ĥejá xu-pe ĥóga-pe.
A-ha.arõ	Kuehé ambué a-ha.arõ xu-pe ĥóga-pe.
A-juhú	Kuehé ambué a-juhú xu-pe ĥóga-pe.

translation

1. I saw him downtown yesterday.
2. I will call him tonight at home.
3. We left him at the party last night.
4. Carlos will help them this week-end.
5. We waited for him for three hours, but he didn't come.
6. I found him in a bar.

model

Ikatú^pa xe^ĥã.aro mĩ ? ta sapy'a-ité-pe.	A-ĩ-mbá	Could you please wait for me, I'll be ready in a moment.

transformation

A-ĩ-mbá ta sapy'a-ité-pe	Ikatú^pa xe^ĥã.aro mĩ ? A-ĩ-mbá ta sapy'a-ité-pe.
Ro-ĩ-mbá ta sapy'a-ité-pe	Ikatú^pa ore^ĥã.aro mĩ ? Ro-ĩ-mbá ta sapy'a-ité-pe.
Ña Pabla o-ĩ-mbá ta sapy'a-ité-pe	Ikatú^pa re-ĥã.aro mĩ ña Pabla-pe. O-ĩ-mbá ta sapy'a-ité-pe.

substitution

Xe^r̃ã.aro mĩ	Ikatú^pa xe^r̃ã.aro mĩ sapy'a-ité ?
Ore^r̃ã.aro mĩ	Ikatú^pa ore^r̃ã.aro mĩ sapy'a-ité ?
Xe^r̃endu mĩ	Ikatú^pa xe^r̃endu mĩ sapy'a-ité ?
Xe^pytyvõ mĩ	Ikatú^pa xe^pytyvõ mĩ sapy'a-ité ?
Ore^r̃endu mĩ	Ikatú^pa ore^r̃endu mĩ sapy'a-ité ?
Ore^pytyvõ mĩ	Ikatú^pa ore^pytyvõ mĩ sapy'a-ité ?
Pe-h̃ã.aro mĩ don Angelo-pe	Ikatú^pa pe-h̃ã.aro mĩ don Angelo-pe sapy'a-ité ?
Pei-pytyvõ mĩ Juan-pe	Ikatú^pa pei-pytyvõ mĩ Juan-pe sapy'a-ité ?

model

Don Silverio pende^pytyvõ sapy'a-py'á.	Don Silverio helps you every once in a while.

substitution

Oi-pytyvõ	Don Silverio pende^pytyvõ sapy'a-py'á.
O-h̃eká	Don Silverio pende^r̃eka sapy'a-py'á.
O-h̃enõi	Don Silverio pende^r̃enõi sapy'a-py'á.
O-h̃exá	Don Silverio pende^r̃exá sapy'a-py'á.

model

Mãva^pa nde^pytyvõ ta ka'apí-pe ?	Who is going to help you with the hoeing ?

substitution

Xé-ve	Mãva^pa xe^pytyvõ ta ka'apí-pe ?
Ndé-ve	Mãva^pa nde^pytyvõ ta ka'apí-pe ?

model

Juan oreˆpytyvõ ta ko semana-pa há-pe.	John will help us this week-end.

substitution

Ko semana-pa há-pe	Juan oreˆpytyvõ ta ko semana-pa há-pe.
Ko mes-pa há-pe	Juan oreˆpytyvõ ta ko mes-pa há-pe.
Ko año-pa há-pe	Juan oreˆpytyvõ ta ko año-pa há-pe.
Ko'ẽro	Juan oreˆpytyvõ ta ko'ẽro.
Ko semana o-ú va-pe	Juan oreˆpytyvõ ta ko semana o-ú va-pe.
Ko mes o-ú va-pe	Juan oreˆpytyvõ ta ko mes o-ú va-pe

patterned response

1. Juan oreˆpytyvõ ta ko semana-pa há-pe. Ha peẽ-me ?
   Juan oreˆpytyvõ ta ko semana-pa há-pe.
2. Ha ndé-ve ?
   Juan xéˆpytyvõ ta ko semana-pa há-pe.
3. Ha xé-ve ?
4. Ha ñandé-ve ?
5. Ha oré-ve ?
6. Ha Ìxu-pé ?
7. Ha Don Porfirio-pe?

Peẽ-me	Mãva^pa pende^pytyvõ ta ka'apí-pe ?
Oré-ve	Mãva^pa ore^pytyvõ ta ka'apí-pe ?
Ñandé-ve	Mãva^pa ñande^pytyvõ ta ka'apí-pe ?
Xu-pe	Mãva^pa oi-pytyvõ ta xu-pe ka'apí-pe ?
Pedro-pe	Mãva^pa oi-pytyvõ ta Pedro-pe ka'apí-pe ?

patterned response

1. Mãva^pa nde^pytyvõ ta ka'apí-pe ?
   Nd^ai-kuaá-porã^i. Don Porfírio xe^pytyvõ kurî ko kuehé.
2. Mãva^pa xe^pytyvõ ta ka'apí-pe ?
3. Mãva^pa pende^pytyvõ ta ka'apí-pe ?
4. Mãva^pa oi-pytyvõ ta Juan-pe ka'apí-pe ?
5. Mãva^pa ñande-pytyvõ ta ka'apí-pe ?
6. Mãva^pa oi-pytyvõ ta xu-pe ka'apí-pe ?

Cycle 3

model

Xe-sý he-'í xé-ve xe^renõi ta há ko semana-pa há-pe.	My mother told me that she would call me this week-end.

transformation - substitution

Nde-sý	Xe-sý he-'í xé-ve xe^renõi ta ha ko semana-pa há-pe.
I-sý	I-sý he-'í xu-pe o-henõi ta há xu-pe ko semana-pa há-pe.
Pende-sý	Ore-sý he-'í oré-ve ore^renõi ta há ko semana-pa há-pe.

Ore-sý	Pende-sý he-'í peẽ-me pende-ř̂renõi ta há ko semana-pa há-pe.
I-sý kuéra	I-sý kuéra he-'í xu-pe kuéra o-henõi ta há xu-pe kuéra ko semana-pa há-pe.

patterned response

1. Mba'é^pa he-'í ndé-ve nde-sý ?
   Xe-sý he-'í xé-ve xe^ř̂renõi ta ha pe semana o-ú va pe.
2. Mba'é^pa he-'í peẽ-me pende-sý ?
3. Mba'é^pa he-'í ñandé-ve ñande-sý ?
4. Mba'é^pa he-'í oré-ve ore-sý ?
5. Mba'é^pa he-'í xu-pe i-sý ?

model

Aré ma ha'é nd^o-u-vé^i hagué ore^andu.	It's been a long time since he came to visit us.

patterned response

1. Mba'é^pa pei-kuaá don Pedro gui?
   Mba'e-vé, ndé. Aré ma ha'é nd^o-u-vé^i hagué ore^andú.
2. Mba'é^pa rei-kuaá don Pedro gui.
   Mba'e-vé, ndé. Aré ma ha'é nd^o-u-vé^i hagué xe^andu.

dialog

A. Kóva ningo Ricardo Jones, peteĩ Cuerpo de Paz-pe guá voluntario o-mba.apó va ore-ndivé.

B. Xe-ř̂orý roi^kuaá vo.

substitution

Peteĩ Cuerpo de Paz-pe guá voluntario.	Kóva ningo Ricardo Jones, peteĩ Cuerpo de Paz-pe guá voluntario.
Peteĩ xe-amigo	Kóva ningo Ricardo Jones, peteĩ xe-amigo.
Cuerpo de Paz director	Kóva ningo Ricardo Jones, Cuerpo de Paz director.
Agente de Extensión Agrícola	Kóva ningo Ricardo Jones, Agente de Extensión Agrícola.

dialog

A. Ko'ãva ningo ore-amigo kuéra Cuerpo de Paz-pe guá, Jaime Williams ha hembireko María.

B. Xe-rory poi-kuaá vo.

activity

a. Each of the volunteers must present the person next to him to someone, mentioning briefly something about the person he presents.

b. Each one in the class must present two or more people to someone with appropriate comments.

model

Poiˆpytyvõ-sé, pero áĝa-ité a-há va.erã a-mba.apó.	I should like to help you-all, but I have to go to work right now.

transformation - substitution

Re-hó va.erã re-mba.apó	Poiˆpytyvõ-sé, pero ãĝa-ité a-ha va.erã a-mba.apó.
Re-hó va.erã clase-pe	Poiˆpytyvõ-sé, pero ãĝa-ité a-ha va.erã clase-pe.

Re-studia va.erã

Poiˆpytyvõ-sé, pero aĝã-ite a-studiá va.erã.

model

Ikatúˆpa rej-ú oreˆpytyvõ ?	Can you come help us ?

patterned response

1. Ikatúˆpa rej-ú oreˆpytyvõ ?
   Roiˆpytyvõ-sé, pero aĝã-ite a-ha va.erã a-mba.apó.

2. Ikatúˆpa rej-ú rei-pytyvõ xu-pé ?

3. Ikatúˆpa rej-ú xeˆpytyvõ ?

4. Ikatúˆpa pej-ú oreˆpytyvõ ?

5. Ikatúˆpa o-ú xeˆpytyvõ ?

conversion (change subject to direct object and vice versa)

1. Ndé — Xeˆpytyvõ sapy'a-py'á.
   Xé — Roiˆpytyvõ sapy'a-py'á.

2. Peĕ — Oreˆpytyvõ sapy'a-py'á.
   Oré — Pendeˆpytyvõ sapy'a-py'á.

3. Ha'é — Xeˆrexá sapy'a-py'á.
   Xé — A-hexá xu-pe sapy'a-py'á.

4. Xé — Roˆhexa-pa-ité kurĩ.

5. Pedro ñandeˆmbo'e-sé la pelota re.

6. Ore roˆhã.aro ta ko'ẽro cafetería-pe.

7. Peĕ xeˆrenõi va.erã pe-hó mboyvé.

8. Carlos ndeˆkuaá-porã.

9. Poˆheja ta sapy'a mĩ.

10. Aje'í ma roˆhenõi hague.

role playing

Tu tenías que ir a visitarle a un amigo tuyo quien hace rato te está esperando en su casa y tu querías irte pero tuviste que esperar a otro voluntario mientras él se preparaba para salir. Ahora tienes que explicarle a su amigo que pasó.

Amigo. Hace rato que te estoy esperando, qué te pasó ?

Ndé re-hò va.erã kuri re-ñandú vo peteĩ ne-amigo-pe las ocho guarã, pero re-hó las diez re-ha'arõ gui otro voluntario-pe o-ĩ-mbá raẽ. Ha ko'ãga ndé er-è va.erã la ne-amigo-pe mba'éˆpa la o-jehu va ndéve.

Amigo: Ndeˆrej-ù va.erãˆiˆpa las ocho ra.e?
PCV: hẽe, pero.....

Cycle 4

model

Roj-ú ta poˆñandu vo este diá gui quince-pe.	We'll come to visit you (see how you are) two weeks from today.

substitution

Este diá gui quince-pe	Roj-ú ta poˆñandú vo este diá qui quince-pe.
Este diá gui ocho-pe	Roj-ú ta poˆñandú vo este diá gui ocho-pe.
Sábado gui ocho-pe	Roj-ú ta poˆñandú vo sábado gui ocho-pe.
Ko semana-pa há-pe	Roj-ú ta poˆñandú vo ko semana-pa há-pe.

model

Araka'éˆpa pej-ú ta oreˆandu mĩ ?	When will you-all come to visit us?

appropriate response

1. Araka'é^pa pej-ú ta ore^andu mĩ ?
2. Araka'é^pa pej-ú ta xe^andu mĩ ?
3. Araka'é^pa rej-ú ta xe^andu mĩ ?
4. Araka'é^pa rej-ú ta ore^andu mĩ ?
5. Araka'é^pa o-ú ta Don Porfirio ore^andu mĩ ?
6. Araka'é^pa o-ú ta Don Porfirio xe^andu mĩ ?

Cycle 5

dialog

A. Nde^gustá^pa la ṫembi-'ú ?	Do you like the food ?
B. Hẽe, xe^gustá iterei.	Yes, I like it very much.

appropriate response

1. Nde^gustá ^pa ko ore-ṙetã ?
2. Peẽ-me^pa pende^gusta ko ore-ṙetã aveí ?
3. Mba'é^pa a-porandú peẽ-me ra.e ?
4. Ha mba'é ixa^pa pe-contestá va.erã ra.e ?

dialog

A. Rei-potá rõ, ikatú ro^mbo'é la guaranĩ re.	If you like, I can teach you Guarani.
B. Oĩ porã, ai-potá xe^mbo'é.	Fine, I'd like you to teach me.

translation

1. If you-all want, I can teach you English.
2. Fine, we would like you to teach us.
3. If you-all want, we can teach you Guarani.
4. Fine, we would like you-all to teach us.
5. If you(sg.) want, we can teach you Spanish.
6. Fine, I would like you to teach me.

Cycle 6

model

Ndeˆre-studiaˆi rõ̀, ndeˆre-aprende porã mo'ãˆi la lección.	If you don't study, you won't learn the lesson well.

TO THE STUDENT: 'If' in the present and future tenses may be rendered by ramo (generally shortened to rõ). Examples:

O-ú ta ramo, a-há ta.
O-ú ta rõ̀, a-há ta. } If he will come, I will go.

Re-sẽ rõ̀, a-pytá ta.
Re-sẽ ramo, a-pytá ta. } If you leave, I will stay.

transformation (change to negative)

1. Re-studia rõ̀, re-aprendè porã ta la lección.
   Ndeˆre-studiaˆi rõ̀, ndeˆre-aprendè porã mo'ãˆi la lección.

2. Re-poí rõ̀ pe jaguá gui, ikatú ta oreˆsu'ú.
   Ndeˆre-poí rõ̀ pe jaguá gui, ndˆikatú mo'ãˆi oreˆsu'ú.

3. Re-sapukái rõ̀ o-pá o-ì va ndeˆrendú ta.

4. Re-ñe-mbosako'i pya'é rè, ikatú ta ña-sẽ hóra-pe.

5. Ore^pytyvõ rõ, jai-ko-pá ta las cinco guarã.

6. Pei-ko-pá rè la cinco guarã, ja-há ta jeroky há-pe.

model

Nd^ai-kuaa^i. O-ho ne la seis rupi.	I don't know. He will probably go about 6:00.

TO THE STUDENT: Ne indicates hypothetical (probable or possible) future.

Examples:

Ikatú ta o-hó.	He will be able to go.
Ikatú ne o-hó.	He will probably be able to go.

patterned response

1. O-hó ta o-mba.apó don Pulẽ este diá ?
   Nd^ai-kuaá^i. O-hó ne la seis rupi.

2. Pe cená voí ta^pa ko pyharé ?
   Nd^ai-kuaá^i. Ro-cená ne la seis rupi.

3. Re-hó voí ta^pa re-mba.apó vo ?

4. Mba'é hóra rej-ú ta ja-tererẽ hagüã ko'ẽro ?

5. Mba'é hóra ikatú ta ña-ñepyrũ ko'ẽro ?

model

Re-haihú rõ peteĩ paraguaya-pe^pa re-mendá ne hesé ?	If you were to fall in love with a Paraguayan girl, would you marry her ?

TO THE STUDENT: The hypothetical future is also used somewhat like the conditional tense in Spanish or the 'would plus VERB' in English.

integration

1. Re-haihú peteĩ paraguáya-pe.
   Re-mendá ta hesé.

   Re-haihú rõ peteĩ paraguáya-peˆpa re-mendá ne hesé ?

2. Re-joguá pe coche. Rei-poruká ta xé-ve.

   Re-joguá rõ pe cocheˆpa, rei-poruká ne xé-ve ?

3. Re-hó Paraguái-pe. Re-scriví ta xé-ve.

4. Re-ñe'ẽ-kuaá guaranĩ. Re-hó ta Paraguái-pe.

5. Re-hasá xe-valle rupi. Re-guahẽ ta xeˆvisitá.

6. Ha-'ú ko pohã ñanã. Xe-mbonguerá ta.

7. Re-ñotỹ trigo. Re-gana-vé ta.

8. Re-mondoró umĩ ñanã. O-ka-kuaá pora-vé ta la nde-tomate kuéra.

transformation (change to questions)

1. Aj-ù voí rõ, ja-karù voi-vé ne.
   Aj-ù voí rõ, ja-karù voi-vé neˆpa ?

2. O-hó rõ o-hexá Ña Ana-pe, o-kuerá ne.
   O-hó rõ o-hexá Ña Ana-pe, o-kuerá neˆpa ?

3. Re-topá rõ jaguà ĥasý, re-dispará ne.

4. O-jerá rõ nde-kasõ reví gente apyté-pe, re-tĩ ne.

5. Ogue-rekó rõ tapiti, o-ñangarekó ne hesé.

translation

1. If John comes early, we can arrive on time.
2. If you come with us, we will finish by five.
3. If I get up early, will you get up too ?
4. If we will ask him, would you come with us ?
5. If we were to begin early, would we finish early ?
6. If you were to sing, they would all leave.
7. If you will bring me that book, I will read it.
8. If you come to class, you will learn to speak.

dialog

A. Rej-apo-pá ne^pa ko'ẽro ǧuarã la nde-rembiapó?

B. Aj-apo-pá ne, sa'í ma o-faltá xé-ve.

A. Upé ixa rõ^pa ja-há ne la partido há-pe pyharé?

B. Ja-há ta katu-eté.

appropraiate response

1. Re-mba.apó ne^pa pyharekué re-topá rõ travajo?
2. José^pa o-hó ne o-studiá haǧuã Africa-pe?
3. Rej-ú ne^pa ára porã rõ ko'ẽro?
4. Oi-kuaá ne^pa ñaĩ-,e há ko'á-pe?
5. Re-ú ne^pa tapití ro'ó?
6. Aj-apó ne^pa la ikatú ma guivé?
7. Pe-hejá ne^pa upé trabajo pe-gana-vé ta rõ?

sentences for study (ne)

Rej-apó ne^pa ha-'é rõ ndé-ve?	Lo harías se te lo dijera?
Oj-apó ne^pa la ha-'é va xu-pé?	Haría lo que lo dijera?
Re-ú ne^pa ndé aveí?	Lo comería Ud. también?
Re-vy'á ne^pa Paraguái-pe?	Te harrarías en Paraguay?
Mba'é^pa rej-apó ne re-hó rõ Paraguái-pe?	Qué harías si fueras a Paraguay?
Mba'é^pa rej-apó ne regue-rekó rõ 1.000.000 de dolares?	Qué harías si tuvieras un millon de dolares?

---

model

Re-hó neˆpa pyharekué rõ la reunión ?	Would you go if the meeting were at night ?

appropriate response

Mba'éˆpa rej-apó ne :

1. Oi-kó rõ nde-hegui Presidente de la República.
2. Nde-platà hetá rõ.
3. Re-nohẽ rõ lotería la Grande.
4. Re-topá rõ peteĩ jaguá hasý.
5. O-je-ofrecé rõ ndé-ve tereré ha ndeˆrei-kuaáˆi moõ guiˆpa o-je-guerú la ý.
6. O-jerá rõ nde-kasõ reví gente apyté-pe.
7. Ndeˆsu'ú rõ mbói.

conversion (change to future tense)

1. Re-hó neˆpa rei-pytyvõ haĝuã xu-pé ?
   Re-hó taˆpa rei-pytyvõ haĝuã xu-pé ?
2. Nde-nupã neˆpa nde-rembirekó re-ñe'ẽ vaí rõ hesé ?
3. Nde-téˆpa rej-apó ne la nde-róga rã ?
4. Pe-mba.apó neˆpa aretè ajá upé-pe ?
5. Ogue-rú neˆpa i-tajýra la jeroky há-pe ?
6. Re-johéi neˆpa xuipé pe ij-aó ?
7. Re-mbovyvý neˆpa ko aó tujakué ?

model

Oi-kó rȍ cine, o-ú ne^pa nde-ṙú aveí ?	If there is a movie, will your father come, too ?

model

O-pytá põra-vé ne xé-ve ña-cambiá rȍ la reunión hóra.	It would be better for me if we change the meeting time.

substitution

1. O-pytá pora-vé ne xé-ve ña-cambiá rȍ la reunión hóra.
2. O-pytá pora-vé ne xé-ve ña-cambiá rȍ la reunión rendá.
3. O-pytá pora-vé ne xé-ve ña-cambiá rȍ la reunión ára.

model

O-pytá pora-vé ne^pa ndé-ve ña-cambiá rȍ la reunión óra ?	Would it be better for you if we change the meeting time ?

model

A-há ta pyharekué rȍ la reunión.	I will go if the meeting is at night.

substitution

1. A-há ta pyharekué rȍ la reunión.
2. A-há ta sábadokué rȍ la reunión.
3. A-há ta pyharevekué rȍ la reunión.
4. A-há ta ka'arukué rȍ la reunión.

Cycle 7

model

O-ú rõ la médico, n^o-manõ^i xéne la i-membý.	If the doctor would come, her child wouldn't die.

TO THE STUDENT: Notice that the negative of ne is formed by the regular negative form of the verb plus xéne. Examples:

A-mba.apó ne pyharekué. I would work nights.
Nd^a-mba.apó^i xéne pyharekué. I wouldn't work nights.

transformation (change to the ne form)

1. O-ú rõ la médico, nd^o-manó mo'ã^i la i-membý.
   O-ú rõ la médico, nd^omanó^i xéne la i-membý.

2. Re-mba.apo-vé rõ, nda^nde-mboriahú mo'ã^i.

3. Re-mbopupu rõ la ý, nda^nde-hasý mo'ã^i.

4. Re-ñepyry voi-vé rõ, i-porã-vé ta.

5. Re-ñangarekó pora-vé rõ nde tapitî re, nda^hasý mo'ã^i.

6. Re-pu'ã voi-vé rõ, nde^re-guahẽ mo'ã^i tarde clase-pe.

transformation (change to hypothetical future)

1. Ko'ẽro nd^o-mba.paó mo'ã^i Don Ruperto.
   Ko'ẽrp nd^o-mba.apó^i xéne Don Ruperto.

2. Nd^o-scriví mo'ã^i o-hó riré la heta me.

3. Nd^o-mbonguerà mo'ã^i xu-pé pe pohã ñanã.

4. Nd^o-mendá mo'ã^i pe kunataî re.

5. Nd^o-ky mo'ã^i.

---

integration

1. Peteĩ coche ha la xe-reló.
   Carlos o-me'ẽ rõ xé-ve peteĩ coche, xé a-me'ẽ ta xu-pé la xe-reló.

2. Peteĩ kuatiá ha la xe-lápis.
   Ndé re-me'ẽ rõ xé-ve peteĩ kuatiá xé a-me'ẽ ta ndé-ve la xe-lápis.

3. Peteĩ jaguá ha la mbarakajá.
   Xé a-me'ẽ rõ xu-pé peteĩ jaguá ha'é o-me'ẽ ta xé-ve la mbarakajá.

model

Re-me'ẽ rõ xé-ve peteĩ lápis, xé a-me'ẽ ne ndé-ve peteĩ kuatiá.	If you give me a pencil, I'll give you a (piece of) paper.

model

A-me'ẽ rõ ndé-ve peteĩ lápis, mba'éꞌpa ndé re-me'ẽ ta xé-ve ?	If I give you a pencil, what will you give me ?

model

Oi-kó rõ cine, o-ú ne xe-ru aveĩ.	If there were a movie, my father would come, too.

substitution

T. Ikatú oi-kó cine.
S. Oi-kó rõ cine, o-ú ne xe-hermano aveĩ.

T. Ikatú oi-kó partido.

T. Ikatú oi-kó je-karú.

T. Ikatú oi-kó jeroký.

Cycle 8

model

He-'í ningo kurì la o-hó ne hağuã lunes rupi.	He said that he would (probably) go about Monday.

TO THE STUDENT: Notice that the ná becomes hağuà following ne.
Examples:

He-'í o-ho ta há	He says that he will go
he-'í o-ho ne hağuã	He says that he will (probably) go

substitution

Lunes rupi	He-'í ningo kurì la o-hó ne hağuã lunes rupi.
ko mes-pa há-pe	He-'í ningo kurì la o-hó ne hağuã ko mes-pa há-pe.
La semana o-ú va-pe	He-'í ningo kurì la o-hó ne hağuã la semana o-ú va-pe.
Ko'ẽ ambué rõ	He-'í ningo kurì la o-hó ne hağuã ko'ẽ ambué rõ.

patterned response

1. Oi-poruká neˆpa xé-ve ?
   Ndˆai-kuaáˆi, ha'é he-'í kurì oi-poruká ne hağuã ndé-ve.

2. O-nó neˆpa ko semana-pa há-pe ?
   Ndˆai-kuaáˆi, ha'é he-'í kurì o-nó ne hağuã ko semana-pa há-pe.

3. O-karú neˆpa ore-ndivé ?
   Ndˆai-kuaáˆi, ha'é he-'í kurì o-karú ne hağuã ore-ndivé.

appropriate response

1. Ja-topá rõ tapé rupi algun karaí tujá, mba'éˆpa jaj-apò va.erã ?
   (Ja-saludà va.erã ìxu-pé jai-pe'á vo ñande-sombrero ?)

model

Ai-kuaá nde^re-ho^i hagué la reunión.	I know that you didn't go to the meeting.

patterned response

1. Xé nd^a-há^i kurì la reunion há-pe.
   Ai-kuaá nde^re-ho^i hagué reunion há-pe

2. Nd^aj-ú^i kurì Nueva York gui.
   Ai-kuaá nde^rej-ú^i hagué Nueva York gui.

3. Nd^a-ñangareko porã^i kurì la ṫapití re.

4. Nd^o-mbopotĩ^ri kurì la i-kotý.

restatement and alertness check

1. T. Nd^a-há^i kurì la reunion há-pe.
   S. Ai-kuaá nde^re-ho^i hagué la reunion há-pe.
   T. Mba'é^pa he-'í ha'é?
   S. Oi-kuaá nde^re-ho^i hagué, he-'í.

2. T. Nd^aj-ú kurì Nueva York rupi.

3. T. Nd^a-ñangareko porã^i la ṫapití re.

4. T. Nda-mbopotĩ^ri la xe-kotý.

model

A-gradecé ndé-ve xe^pytyvõ haguére.	I thank you for helping me. I thank you for having helped me.

TO THE STUDENT: Haguére is composed of hagué plus the post-position rehe. Notice that it means both 'for VERB-ing' and 'for having VERB-ed'.

patterned response

T. Xé roi-pytyvõ.
S. Agradecé ndé-ve xe^pytyvõ haguére.
T. Ai-poruká ndé-ve xe-tractor.
S. A-gradecé ndé-ve re-poruká haguére xé-ve la nde-tractor.
T. A-hexauká ndé-ve mba'é ixa o-je-japó sopa paraguaya.

patterned response

T. Ndé rei-me ko'á-pe.
S. A-vy'a-itereí ai-me haguére ko'á-pe.
T. Ndé rei-kuaá ixu-pé.
S. A-vy'a-itereí ai-kuaá haguére xu-pé.
T. Ikatú re-mba.apó xe-ndivé.
S. A-vy'a-itereí haguére a-mba.apó nendivé.
T. Ikatú re-aprendé guaranĩ.
T. Ikatú re-hó campaña-pe.

model

I-sý i-poxý hendivé nd^o-joguá^i haguére la sapatú.	His mother is mad at him for not having bought the shoes.

patterned response

T. Ha'é nd^o-joguá^i la sapatú.
S-1. I-sý i-poxý hendivé nd^o-joguá^i haguére la sapatú.
T. Mba'é gui^pa i-poxý hendivé i-sý?
S-2. I-sý i-poxý hendivé nd^o-joguá^i haguére la sapatú.
T. Ha'é nd^o-mbongarú^i la ryguasù kuéra.
T. Ha'é nd^oi-typeí^ri la i-kotý.
T. Ha'é nd^o-ñangareko porã^i la tapití re.

model

Ro-mbyasy-eté nde^re-ho^i haguére la reunion há-pe upé sábado.	We missed you in the meeting last Saturday.

patterned response

T. Nd^a-há^i reunion há-pe upé sábado.
S. Ro-mbyasy-eté nde^re-hó^i haguére la reunion há-pe.

Cycle 9

model

O-ñepyrũ vo o-ñe'ẽ oi-ké Juan.	As he began to talk, John entered.

TO THE STUDENT: vo is used to express simultaneity of action.

integration

1. A-ñepyrũ a-ñe'ẽ. Oi-ké Juan.
   A-ñepyrũ vo a-ñe'ẽ oi-ké Juan.
2. O-ñembo'y. Oi-nupã xu-pé.
3. Oi-ké kotý-pe. A-hexá xu-pé.
4. Ña-ñemongetá O-ñepyrũ o-ký.
5. O-hupí la ý. O-só la piola.
6. O-purahéi. O-ñepyrũ o-sẽ la gente.

model

Mba'éˆpa o-jehú xu-pé o-guejý vo?	What happened to him as he got down?

substitution

Ha'é o-guajý	Mba'éˆpa o-jehú xu-pé o-guejý vo?
Ha'é o-sẽ o-guatá	Mba'éˆpa o-jehú xu-pé o-sẽ vo o-guatá?
Ha'é o-guahẽ	Mba'éˆpa o-jehú xu-pé o-guahẽ vo?
Ha'é o-hasá	Mba'éˆpa o-jehú xu-pé o-hasá vo?
Ha'é o-ú	Mba'éˆpa o-jehu xu-pé o-ú vo?

model

Juan o-purahéi o-hó vo calle re.	John was going down the street singing.

patterned response

T. Pe mitã o-hó calle re.
S. Pe mitã o-purahéi o-hó vo calle re.
T. Pe mitã o-ú clase-pe.
S. Pe mitã o-purahéi o-ú vo clase-pe.
T. Pe-mitã oi-kó calle re.

model

Pe mitã o-lustrá oi-kó vo sapatú.	That kid goes around shining shoes.

pattenred response

T. Pe mitã o-mba.apó calle re.
S. Pe mitã o-mba.apó oi-kó vo calle re.
T. Pe mitã o-lustrá sapatú.
S. Pe mitã o-lustrá oi-kó vo sapatú.

model

Mba'é^pa oj-apó oi-kó vo pe mitã?	What is that kid going around doing?

translation

1. As he came in, I was leaving.
2. When he left, I was studying.
3. When I saw him, I ran.
4. That little boy goes around shining shoes.
5. Voy aprendiendo a hablar Guarani.
6. He is coming down the street singing.
7. When he left, I was getting dressed.
8. I saw him as he passed.

Cycle 10

model

A-ha kué vo nde-ŕóga-pe ha-'a mo'ã tujú-pe.	On the way to your house I almost fell in the mud.

TO THE STUDENT: mo'ã refers to an action that was about to or intended to happen, but didn't.

substitution

1. A-ha kué vo nde-ŕóga-pe ha-'a mo'ã tujú-pe.
2. A-ha kué vo upe centro-pe ha-'a mo'ã tujú-pe.
3. A-ha kué vo upe jeroky há-pe ha-'a mo'ã tujú-pe.

model

Mba'éˆpa o-jehú ndé-ve rej-u kué vo xe-ŕóga-pe ?	What happened to you on the way to my house ?

model

Ro-hó mo'ã nde-ŕóga-pe pero o-ký.	We were going to go to your house, but it rained.

substitution

O-ky	Ro-hó mo'ã nde-ŕóga-pe pero o-ký.
O-ú xe-tió	Ro-hó mo'ã nde-ŕóga-pe pero o-ú xe-tió.
Oreˆganá la camión	Ro-hó mo'ã nde-ŕóga-pe pero oreˆganá la camión.
O-ñe-mbyaí la ore-coche	Ro-hó mo'ã nde-ŕóga-pe pero o-ñe-mbyaí la ore-coche.
ĥasý xe-ŕembirekó	Ro-hó mo'ã nde-ŕóga-pe pero ĥasý xe-ŕembirekó.
O-kañỹ ore-heguí la nde-dirección.	Ro-hó mo'ã nde-ŕóga-pe pero o-kañỹ ore-heguí la nde-dirección.

model

A-guejý mo'ã pe esquina-pe pero ndˆo-pytáˆi la camión.	I was going to get off at the corner, but the bus didn't stop.

substitution

Esquina	A-guejý mo'ã esquina-pe pero ndˆo-pytáˆi la camión.
Coronel Oviedo	A-guejý mo'ã Coronel Oviedo-pe pero ndˆo-pytáˆi la camion.
Centro	A-guejý mo'ã centro-pe pero ndˆo-pytáˆi la camión.

answer using mo'ã

1. Mba'é reˆpa ndeˆrej-úˆi ra.è angè pyharé ?
2. Mba'é guiˆpa ndeˆre-hóˆi ra.è jeroky há-pe ?
3. Mba'é guiˆpa ndeˆre-guejyˆi ra.è pe esquina-pe ?

4. Mba'é reˆpa ndaˆpej-úˆi ra.è oreˆvisitá vo ?

5. Mba'é reˆpa ndˆo-hóˆi ra.è clase-pe nde-rembirekó ?

6. Mba'éˆpa o-jehú ra.è ndé-ve rej-ú kué vo á-pe ?

7. Mba'é guiˆpa ndeˆre-guejyˆi ra.è centro-pe ?

8. Mba'é reˆpa ndeˆre-rambosáˆi rej-ú mboyvé ?

9. Mba'é reˆpa ndeˆre-ñe-hendyva'óˆi ra.è ko pyhare-vé ?

Cycle 11

TO THE STUDENT:

O-hó hendivé	He goes with him.
O-hó oño-ndivé	They go with each other

The reciprocal with ndi is formed by adding oño-ndive after the verb for all persons.

model

Ja-há oño-ndive ndeˆgusta hà óra.	Let's go together at whatever time you like.

substitution

Ndeˆgusta hà óra.	Ja-há oño-ndivé ndeˆgusta hà óra.
Re-ho-sé vové nte.	Ja-há oño-ndivé re-ho-sé vové nte.
Re-ho-se há-pe.	Ja-há oño-ndivé re-ho-se há-pe.
Oi-me há-pe.	Ja-há oño-ndivé oi-me há-pe.

transformation

1. O-guahẽ hikuái jeroky há-pe hendivé angè pyharé
   O-guahẽ jeroky há-pe oño-ndivé angè pyharé.

2. Ja-há hendive re-ho-sé vové nte.
   Ja-há oño-ndivé re-ho-sé vove nte.

3. Pej-ú xe-ŕóga-pe hendive sapy'a-py'á.

4. Ro-karú ta hendive ko semana-pa há-pe.

5. Aré ma ña-mba.apo hagué hendivé.

6. Araka'é guivé pa pei-kó hendivé.

7. Hi'ã xé-ve o-ñemongeta-sé hendivé.

8. Ro-hó ro-ñemongetá hendivé ha upéi roj-ú ta. ro-mombe'u ndé-ve la ne-'í va.ekue.

9. O-ñe'ẽ hendivé ko'ẽ guivé pytũ pevé.

Cycle 12

A-je-kuaá (xe-ju-pé)	Ro-je-kuaá (ore-ju-pé)*
	Ja-je-kuaá (ñande-ju-pé)*
Re-je-kuaá (nde-ju-pé)	Pe-je-kuaá (pende-ju-pé)*
O-je-kuaá i-ju-pé*	

TO THE STUDENT: You have had the reflexive formed by adding the prefix je. There is also an optional postpositional phrase which can be added after the verb. These optional postpositional phrases are very rarely used. As a matter of fact, the forms marked by the * are only theoretical, i.e., they are so rarely used that most informants confuse them.

model

Re-haihû va.erã nde-rapixá-pe re-je-haihú háixa (nde-ju-pé).	You should love your neighbor as yourself.

substitution

ndé	A-haihû va.erã xe-rapixá-pe a-je-haihu háixa (xe-ju-pé).
xé	Re-haihû va.erã nde-rapixá-pe re-je-haihu háixa (nde-ju-pé).
ha'é	O-haihû va.erã hapixá-pe o-je-haihu háixa (i-ju-pé).

A-puká xe-je-hé	Ro-puká ore-je-hé*
	Ja-puká ñande-je-hé*
Re-puká nde-je-hé	Pe-puká pende-je-hé*
O-puká i-je-hé	

TO THE STUDENT: The reflexive form of rehe is the possessive plus je-hé. The forms with the asterisk,*, are theoretical.

model

Ha'é oj-apó la chiste pero ha'é jevý nte o-jeré o-puká i-je-hé.	He tells a joke and then is the only one who laughs at it. (Lit. Turns around and laughs at himself.)

transformation

ha'é	Ha'é oj-apó la chiste pero ha'é jevý nte o-jeré o-puká i-je-hé.
xé	Ndé rej-apó la chiste pero nde jevý nte re-jeré re-puká nde-je-hé.
ndé	Xé aj-apó la chiste pero xé jevý nte a-jeré a-puká xe-je-hé.

model

Aré ma nd^a-penã^i xe-je-hé. Tẹkotevẽ a-há a-joguá xe-aó rã mĩ.	I quit taking care of myself quite a while ago. I need to buy me some clothes.

patterned response

Tẹkotevẽ a-há a-joguá xe-aó rã mĩ.	Aré ma nde^re-penã^i nde-je-hé.
Tẹkotevẽ re-hó rejoguá nde-aó rã mĩ.	Aré ma nd^a-penã^i xe-je-hé.
Tẹkotevẽ o-hó o-joguá ij-aó rã mĩ.	Aré ma nd^o-penã^i i-je-hé.

model

Moõ^pa re-conseguí ra.e pe aó re-rekó va nde-je-hé?	Where did you get the dress you have on?

substitution

pe aó	Moõ^pa re-conseguí ra.e pe aó re-rekó va nde-je-hé?
pe sái	Moõ^pa re-conseguí ra.e pe sái re-rekó va nde-je-hé?
pe kasô	Moõ^pa re-conseguí ra.e pe kasô re-rekó va nde-je-hé.

patterned response

pe sombrero kapi'í	Moõ^pa o-conseguí ra.e pe sombrero kapi'i ogue-rekó va iñ-akã re.
pe sapatú	Moõ^pa o-conseguí ra.e pe sapatú ogue-rekó va i-pý re.

TO THE STUDENT:

i-mandu'á xe-rehé	He remembers me.
i-mandu'á ojue-hé.	They remember each other.

The reciprocal of rehé for all persons is formed by adding ojue-hé after the verb.

model

Tapiá nte o-ñe'ẽ vaí ojue-hé oi-kó vo.	They always go around gossiping about each other.

substitution

ha'è kuéra	Tapiá-nte o-ñe'ẽ vaí ojue-hé oi-kó vo.
ñandé	Tapiá-nte ña-ñe'ẽ vaí ojue-hé jai-kó vo.
oré	Tapiá-nte ro-ñe'ẽ vaí ojue-hé roi-kó vo.
peẽ	Tapiá-nte pe-ñe'ẽ vaí ojue-hé pei-kó vo.

transformation

Umí kuña-karaí o-ñe'ẽ hesé.	Umí kuña-karaí o-ñe'ẽ ojue-hé.
Umí novio o-maña porã hesé.	Umí novio o-maña porã ojue-hé.
Umí hermano i-mandu'á porã hesé.	Umí hermano i-mandu'á porã ojue-hé.
Umí mita'i o-ñangareko porã hesé.	Umí mita'i o-ñangareko porã ojue-hé.

Cycle 13

model

E-moĩ caserolá-pe asucá, harina, ha jukÝ ha e-mbojehe'a-pá ojue-hé.	Put sugar, flour, and salt in a bowl and mix them together.

completion

E-moĩ caserolá-pe asucá, harina, ha jukỹ.	E-moĩ caserolá-pe asucá, harina, ha juky ha e-mbojehe'á-pá o-jue-hé.
Ẽi-kytĩ lechuga, tomate ha acelga.	Ẽi-kytĩ lechuga, tomate ha acelga, ha e-mbojehe'a-pá ojue-hé.
E-moĩ pypé ryguasu rupi'á, kamby, ha ñandỹ.	E-moĩ pype ryguasu rupi'á, kamby, ha ñandỹ ha e-mbojehe'a-pá ojue-hé.

TO THE STUDENT: The reciprocal of the gui is formed by adding ojue-heguí after the verb for all persons.

model

Ñasý-pe ñesarái ojue-heguí Lucas ha María.	After a long time Luke and Mary forgot each other.

substitution

Lucas ha María	Ñasý-pe ñesarái ojue-heguí Lucas ha María.
Xé ha Lorenzo	Ñasý-pe pende-ñesarái ojue-hegui ndé ha Lorenzo.
Ndé ha Ramón	Ñasý-pe ore-ñesarái ojue-heguí xé ha Ramón.
Ndé ha Xé	Ñasý-pe ñande-ñesarái ojue-heguí ndé ha xé.

substitution

ore-r̊esarái	Aré ma ore-r̊esarai hagué ojue-heguí.
ro-kañý	Aré ma ro-kañy hagué ojue-heguí.
ro-Kyhyjé	Aré ma ro-kyhyjé hagué ojue-heguí.
Ndo^roi-kuaa-vé^i mba'evé.	Aré ma ndo^roi-kuaa-ve^i hagué mba'evé ojue-heguí.

model

Ro-ĩ mombyrý rõ jepe ojue-heguí, ore-mandu'á ojue-hé.	Even though we are far apart we remember each other.

integration

Ro-ĩ mombyrý ojue-heguí. Ore-mandu'á ojue-hé.	Ro-ĩ mombyry rõ jepe ojue-heguí, ore-mandu'á ojue-hé.
Oi-kó aguĩ oje-heguí. O-ñe'ẽ vaí ojue-hé.	Oi-kó aguĩ rõ jepe ojue-heguí, o-ñe'ẽ vaí ojue-hé.

model

I-pirú xe-heguí la xe-rosa ha a-rregá jepe ko cada diá.	My rose dried up (on me) and I even watered it every day.

TO THE STUDENT: Jepe without an accent is often translated 'even'.

integration

I-pirú xe-heguí la xe-rosa. A-rregá cada diá.	I-pirú xe-heguí la xe-rosa ha a-rregá jepe ko cada diá.
A-henõi xu-pé. Nd^o-penã^i xe-rehé.	A-henõi jepe xu-pé ha nd^o-penã^i xe-rehé.

A-hexá xu-pe. Nd^a-ñe'ẽ^i hendivé.

I-tujá ma. O-ú upé guive yvý rupi.

O-heká kurî. Nd^o-juhú^i.

O-mba.apó. I-mboriahú.

A-ĝuahẽ voí kurî. O-ñe-mbotý ma la banco.

TO THE STUDENT: Jepe preceded by rõ or ramo means 'even if' or 'even though'.

model

O-ú tarde rõ jepe, a-há ta hendivé.	Even if he comes late, I'll go with him.

integration

1. O-ú tarde. A-há ta hendivé. O-ú tarde rõ jepe, a-há ta hendivé.
2. O-hó voí. Nd^o-hupyty-vé^i ma la camion.
3. Nd^oi-potá^i. Ai-pytyvõ ta xu-pé.
4. A-hexá xu-pé. Nd^a-ñe'ẽ mo'ã^i hendivé.
5. A-henõi xu-pé. Nd^o-pená mo'ã^i xe-rehé.
6. O-ĝuahẽ voí. O-ñe-mbotý la banco.
7. Nde^rendú. Nd^o-u mo'ã^i.

translation

1. Even you came too?
2. Even if he comes, I won't go.
3. Even though he arrived early the store was closed.
4. Even if he heard you, he wouldn't come.
5. Even though he called me I didn't go.
6. Even if it were possible, he wouldn't come.
7. Even if he begins early he won't finish by tomorrow.
8. Even though he brought it, I didn't use it.

Cycle 14

model

Don Pulé py'ỹi-nte o-hó va Paraguaý-pe.	{Don Pulé suele ir a Asunción. Don Pulé goes to Asuncion a lot.

TO THE STUDENT:

Pe karaí o-hó va. {That man that goes. That man goes a lot.

Va is used for expressing habitual action as well as to form nominals.

patterned response

1. Don Pulé o-hó sapy'a-py'á Paraguaý-pe.
   Don Pulé py'ỹi-nte o-hó va Paraguaý-pe.

2. I-ména o-ka'ú sapy'a-py'á.
   I-ména py'ỹi-nte o-ka'ú va.

3. Ña Nilda membý ogue-rú sapy'a-py'á ý poso gui.

4. Juancito o-ú sapy'a-py'á oreˆpytyvõ vo.

5. Juan ha Silvio o-purahéi en dúo sapy'a-py'a.

6. Xe-abuelita sapy'á-py'a o-pu'ã las cuatro rupi.

7. O-ñepyrũ voí hikuái sapy'a-py'á.

model

Ai-kó ramo guaré Concepción-pe Juancito o-ú miva xe^andú vo.	When I lived in Conceptión, Juancito used to come to visit me regularly. (Solía venir)

TO THE STUDENT:

O-hó va	He goes a lot (suele ir).
O-hó mi O-hó miva	He used to go a lot (solía ir).

Mi without an accent means 'used to' or better 'solía' in Spanish. Used in this sense mi usually occurs with va.

substitution

Ai-kó ramo guaré Concepción-pe.	Ai-kó ramo guaré Concepción-pe ha'é o-ú miva xe^andú vo
A-studiá ramo guaré Unversidad-pe.	
Xe-mitã ramo guaré.	
Oi-kó ramo guaré mboruvixá ramo.	
A-mba.apó ramo guaré oká-pe.	
Xe-ṙasý ramo guaré.	

MIVA

1. Mba'é^pa rej-apó miva domingo kue?
2. Moõ^pa re-karú mia rei-kú rõ guaré Concepción-pe?
3. O-ú va pio Roberto nde-visita vo?
4. Moõ^pa re-hugá miva la pelota?
5. Mãva^pa o-purahéi miva en dúo sapy'a-py'a?
6. Mba'é^pa he-'í miva ndé-ve nde-ru?
7. Mãva^pa o-ú va á-pe, ko clase-pe?
8. Mba'é ora^pa ña-ñepyrũ miva la clase?
9. Mba'é^pa rej-apó mia rei-ko rõ guaré Norteamerica-pe?
10. Ndé^pa re-hó va misa há-pe cada domingo?
11. Re-ñe'ẽ miva^pa karai-ñe'ẽ nde-roga-pe?
12. Re-hó va^pa centro-pe?
13. Moõ^pa pe-hó va cine há-pe?
14. Mba'é^pa pe'ú va pende-roga-pe pej-ú mboyvé?
15. Pe-ñe-mbo'é va pe-karú mboyvé?

Cycle 15

model

Don Porfirio o-paga'i-sé, ha upéa re nd^a-mba.apo-sé^i hendivé.	Don Porfirio quiere pagar poco y por eso no quiero trabajar con el.

TO THE STUDENT: The Guarani 'VERB plus 'i' is best translated by the Spanish 'VERB plus poco'.

substitution

o-paga	Don Porfirio o-paga'i-sé, ha upéa re nd^a-mba.apo-sé^i hendivé.
xe-mbongarú	Don Porfirio xe-mbongaru'i-sé, ha upea re nd^a-mba.apo-sé^i hendivé.
xe-mbomba.apó	Don Porfirio xe-mbomba.apo'i-sé, ha upéa re nd^a-mba.apo-sé^i hendivé.
o-pytu'ú	Don Porfirio o-pytu'u'i-sé, ha upéa re nd^a-mba.apo-sé^i hendivé.

TO THE STUDENT:

jaguá ra'ý	puppy
jagua'í	little dog

With nouns 'i usually refers to size while ra'ý is used only with living things and is used to indicate youth.

patterned response

O-joguá va.ekue hikuái peteĩ cavaju'í.	O-joguá va.ekue hikuái peteĩ cavajù ra'ý.
Re-hexá^pa pe kure'í oi-ké va hína nde-korapý-**pe**.	Re-hexá^pa pe kure ra'ý oi-ké va hína nde-korapý-**pe**?
Aje^pa i-kyrà-ité pe vaca'í.	
Aje^pa i-ñarõ pe jagua'í.	

substitution

avati	O-kakuaà porã-ité^pa umí avatì ra'ý!
ryguasú	O-kakuaà porã-ité^pa umi ryguasù ra'ý!
naranja	O-kakuaà porã-ité^pa umí naranja ra'ý!
yvyra mata	O-kakuaa porã-ité^pa umí yvyra máta ra'ý!
kuré	O-kakuaá porã-ité^pa umí kure ra'ý!

translation

1.	Are you taking good care of your little baby chickens?	Re-ñangareko-porãˆpa la nde-ryguasú ra'y kuéra re?
2.	His little tomato plants are growing well.	O-kakuaa-porã la tomate ra'ý.
3.	Whose little house is that?	Mãva mba'éˆpa pe óga'í?
4.	What a pretty little horse that is.	I-porã-iteˆpa pe cavaju'í!
5.	Isn't that a pretty little puppy?	Ajeˆpa i-porã pe jaguà ra'ý?
6.	Where did you get those baby pigs?	Moðˆpa re-conseguí ra.e umí kurè ra'ý.

model

Mixĩ-eté ko pe vaca ra'ý.	That calf is certainly small.

TO THE STUDENT: mixi is a quality verb meaning 'to be little'.

substitution

vaca ra'ý	Mixĩ-eté ko pe vaca ra'ý.
jaguá	Mixĩ-eté ko pe jaguá ra'ý.
óga	Mixĩ-eté ko pe óga ra'ý.
livro	Mixĩ-eté ko pe livro ra'ý.

point and ask

1. Mãvaˆpa la mixĩ vé va, kóvaˆpa tẽraˆpa péva?
2. Mãvaˆpa la tuixa vé va, kóvaˆpa tẽraˆpa péva?
3. Mãvaˆpa la ij-yvate-vé va, kóvaˆpa tẽraˆpa péva?
4. Mãvaˆpa la mbyky-vé va, kóvaˆpa tẽraˆpa péva?
5. Mãvaˆpa la ipuku-vé va, kóvaˆpa tẽraˆpa péva?

substitution

traje	Aje^pa mixĩ xe-rehé ko traje?
camisá	Aje^pa mixĩ xe-rehé ko camisá?
sái	Aje^pa mixĩ xe-rehé ko sái?
aó	Aje^pa mixĩ xe-rehé ko aó?
sombrero	Aje^pa mixĩ xe-rehé ko sombrero?

Cycle 16

model

Oi-mẽ raẽ va.	Anyone.
Oi-mẽ raẽ va mba'é.	Anything.
Oi-mẽ há-pe.	Anywhere.
Oi-mẽ há hora.	Any time.

TO THE STUDENT: Notice that oi-me há is used in reference to place and time while oi-mé raẽ va is used in reference to all else.

patterned response

1.	Mba'é^pa rei-potá a-rú ndé-ve?	Oi-mẽ raẽ va mba'é-nte.
2.	Moõ^pa rei-potá a-guapý?	Oi-mẽ há-pe-nte.
3.	Mãva-pe^pa rei-potá a-henõi?	Oi-mẽ raẽ va-pe-nte.
4.	Mba'é hora^pa rei-potá a-há nde-roga-pe?	Oi-mẽ há hora-nte.
5.	Mba'é^pa rei-potá a-joguá ndé-ve?	Oi-mẽ raẽ va mba'é-nte.
6.	Mba'é hora^pa rei-potá ro-hó nde-piári?	Oi-mẽ há hora-nte.
7.	Moõ^pa rei-potá a-moĩ ko mesá?	Oi-mẽ há-pe-nte.
8.	Mãva-pa^pa rei-potá a-me'ẽ ko chipá?	Oi-mẽ raẽ va-pe-nte.

transformation

1.	Er-é xu-pé t-o-ú.	Er-é oi-mẽ raẽ va-pe t-o-ú.
2.	Ha'é he-'í kurî o-joguá ne hagũã xé-ve peteî mba'é.	Ha'é he-'í kurî o-joguá ne hagũã xé-ve oi-mẽ raẽ va mba'é.
3.	Rei-potáˆpa a-guapý á-pe?	Rei-potáˆpa a-guapý oi-mẽ há-pe?
4.	Añ-atendé ta nde-rehé ko ka'arú las cuatro.	Añ-atendé ta nde-rehé ko ka'arú oi-mẽ há hora.

Cycle 17

model

Ja-há mandi la banco-pe o-ñe-mbotý mobyvé ñande-heguí.	Let's go to the bank right now before it closes (on us).

TO THE STUDENT: The particle mandi occurs frequently with imperatives. It implies 'immediate or expedient action'.

patterned response

1.	Ndˆai-kuáˆi la bancoˆpa o-ñe-mbotý las cuatro tẽraˆpa las tres?	Ja-há mandi o-ñe-mbotý mboyvé ñande-heguí.
2.	Ndˆai-kuáˆi la trenˆpa o-ú ta las cuatro tẽraˆpa las tres?	Ja-há mandi o-ú mboyvé.
3.	Ndˆai-kuáˆi o-ñe-pyrũ taˆpa la cuatro tẽraˆpa las tres?	Ja-há mandi o-ñe-pyrũ mboyvé.
4.	Ndˆai-kuáˆi la camionˆpa o-hasá las cuatro tẽraˆpa las tres?	Ja-há mandi o-hasá mboyvé.
5.	Ndˆai-kuáˆi la claseˆpa o-pá ta las cuatro tẽraˆpa las tres?	Ja-há mandi o-pá mboyvé.

Cycle 18

model

A-me'ẽ reí ta-nte ndé-ve ko livro.	I will give this book to you free.

TO THE STUDENT: Notice that reí is often translated 'free' meaning 'without charge'.

conversion

1.	A-me'ẽ ta ndé-ve ko livro.	A-me'ẽ reí ta-nte ndé-ve ko livro.
2.	Ai-poruká ta ndé-ve la xe-tractór.	Ai-poruká reí ta nte ndé-ve la xe-tractór.
3.	Aj-apó ta xu-pé ij-aó rã.	
4.	Ro-mbo'é ta la guaraní.	
5.	Ro-mbongarú ta ko mes kóva.	
6.	Ñai-pytyvõ ta xu-pé.	

model

Ro-guapý kurî ro-ñemongetá ro-îna ha o-gué reí sapy'á la lus.	We were sitting there talking and the lights just went out. (For no apparent reason)

TO THE STUDENT: In some contexts reí means 'without apparent reason or cause'.

substitution

O-gue reí-nte sapy'á la lus.	Ro-guapy kurî ro-ñemongetá ro-îna ha o-gue reí sapy'á la lus.
O-dispara reí-nte sapy'á la xe-řendá	Ro-guapy kurî ro-ñemongetá ro-îna ha o-dispara reí-nte sapy'á la xe-řendá.
O-ñe-mbotỳ reí-nte sapy'á la okẽ.	Ro-guapy kurî ro-ñemongetá ro-îna ha o-ñe-mobtỳ reí-nte sapy'á la okẽ.

I-poxý José	Ro-guapý kurî ro-ñemongetá ro-îna ha i-poxỳ reí sapy'á José.
Xe^nupã	Ro-guapý kurî ro-ñemongetá ro-îna ha xe^nupã reí sapy'á.
O-sapukái	Ro-guapý kurî ro-ñemongetá ro-îna ha o-sapukái reí sapy'á

model

O-hó reí ministro hendá-pe porque nd^o-ñatendé^i hesé.	He went uselessly to see the minister because they didn't attend him.

TO THE STUDENT: In some contexts reí means 'uselessly; futilely; without accomplishing one's purpose'.

conversion

1. A-há hendá-pe pero nd^o-ú^i ko pyhare-vé.	A-há reí hendá-pe porque nd^o-ú^i ko pyhare-vé.
2. Re-porandú ta xu-pé pero ha'é nd^oi-kuaâ mo'ã^i.	
3. Pej-ú pero ne'îra o-î-mbá.	
4. Ha'é pero ava-vé nd^o- ntendé^i.	
5. A-pagá hesé pero nd^o-valé^i marã-vé.	
6. Ña-henõi xu-pé pero ha'é nd^oi-kuaa-sé^i mba'e-vé ñande-heguí.	
7. Er-é ningo xu-pé pero nd^o-impórta^i xu-pé.	
8. O-mboingé i-ta'ýra escuela-pe pero nd^o-studia-sé^i-etè voí.	
9. Pe-mbo'é Carlos-pe pero ha'é ningo nd^o-ñantendé^i pende-rehé.	
10. Re-rú la nde-livro pero nda^jai porù mo'ã^i.	

Cycle 19

model

Upe ixa rõ̀ mante jai-ko-pá ta ko ka'arú.	That is the only way we will finish this afternoon. (Así únicamente terminaremos esta tarde.)

TO THE STUDENT: We have no single word in English whose meaning and functions are similar to that of mante. The Spanish 'únicamente' often serves as a good translation.

substitution

Upé ixa rõ̀	Upé ixa rõ̀ mante jai-ko-pá ta ko ka'arú.
Ña-mba.apo pya'é rõ̀	Ña-mba.apó pya'é rõ̀ mante jai-ko-pe ta ko ka'arú.
Ja-há rõ̀ ko'ãga-ité	Ja-há rõ̀ ko'ãga-ité mante jai-ko-pá ta ko ka'arú.
Ña-sẽ voí rõ̀	Ña-sẽ voí rõ̀ mante jai-ko-pá ta ko ka'arú.
Ña-guahẽ voí rõ̀	Ña-guahẽ voí rõ̀ mante jai-ko-pá ta ko ka'arú.
Ña-ñepyrũ pya'é rõ̀	Ña-ñepyrũ pya'é rõ̀ mante jai-ko-pá ta ko ka'arú
Don Luís ñandeˆpytyvõ rõ̀	Don Luís ñandeˆpytyvõ rõ̀ mante jai-ko-pá ta ko ka'arú.
Don Gonzales oi-puruká rõ̀ ñandé-ve la i-tractór	Don Gonzales oi-puruḳá rõ̀ mante jai-ko-pá ta ko ka'arú.

Cycle 20

model

Hi'ajù potá ma ko'ã sandía kuéra.	Those watermelons are about ripe.

TO THE STUDENT: o-hò mo'ã — He is about to go.

o-hò potá — He almost went (but didn't).

The verb potá used as the second element in a compound signifies the imminent occurrence of the verb.

appropiate response (teacher holds up pictures of:)

watermelon	Hi'ajù potá ma ko'ã sandía.
orange	Hi'ajù potá ma ko'ã naranja.
banana	Hi'ajù potá ma ko'ã pakóva.
cantelope	Hi'ajù potá ma ko'ã merõ.
fruit	Hi'ajù potá ma ko'ã yvá.
grapefruit	Hi'ajù potá ma ko'ã gréifo.

transformation

1.	O-kỳ mo'ã angè pyharé.	O-kỳ potá ma hĩna.
2.	A-hà mo'ã ro-visitá nde-ŕóga-pe angè pyharé.	A-hà potá ma a-ĩna ro-visitá nde-ŕóga-pe.
3.	A-hà mo'ã Paraguaý-pe.	A-hà potá ma a-ĩna Paraguaý-pe.

sentence build-up

1.	Oi-mẽ-ko a-me'ẽ-mbá.	It's that I give away all.
2.	Oi-mẽ-ko a-me'ẽ-mbà potá.	It's that I'm about ready to give away all.
3.	Oi-mẽ-ko a-me'ẽ-mbá potà-ité xe-ŕymba kuéra.	It's that I'm just about ready to give away all my animals.

TO THE STUDENT: oi-mẽ-ko may be translated 'It's that___' or 'It happens that _____'. (Spanish 'es que ____')

sentence build-up

1.	Re-nohẽ	You take it out (lo sacas).
2.	Re-nohẽ mbotá.	You're about to take it out.
3.	Re-nohẽ mbotá mba'é?	Is it that you're about to take it out? (Acaso estás para sacarlo)
4.	Re-nohẽ mbotá mba'éˆiko rei-kó vo?	Is it that you're going around about to take it out?
5.	Re-nohẽ mbotá mba'éˆiko rei-kó vo plata?	Is it that you're going around about to take out some money?
6.	Re-nohẽ mbotá mba'éˆiko rei-kó vo plata yvyguý?	Is it that you're going around about to take some treasure from the ground?

TO THE STUDENT: mba'é is used much as the Spanish acaso which can be rendered 'Is it the case that _____?' or 'by any chance?'. Other examples of its use:

1.	E'a, ndéˆpiko ndaˆha'éˆi á rupi guá mba'é?	Say, you're not by any chance from around here?
2.	Re-heja mba'éˆpiko nde-rembi'ú tatá-pe?	Did you by any chance leave your food on the fire?
3.	Re-joguá ta mba'éˆpiko nde-coche rã?	Are you going to buy a car, by any chance?
4.	Rei-potáˆpiko ai-porukáˊ ndé-ve plata mba'é?	By any chance do you want me to lend you money?

NOTE: Observe that mba'é in this sense can occur medially or finally in the sentence.

model

A. Re-nohẽ mba'éˆiko rei-kó vo plata yvyguý?

B. Nahãniri, oi-mẽ-ko a-me'ẽ-mbá potà-ité xe-ŕymbà kuéra.

dialog

A.	A-pytu'ù potá ai-kó vo la xe-trabajo gui.	I'm going to quit my work (I'm fed up with it).
B.	Re-nohẽ mbotá mba'éˆiko rei-kó vo plata yvyguý?	Did you find a gold mine or what?
A.	Nahãniri, oi-mẽ ko a-me'ẽ-mbá potà-ité xe-rymbà kuéra.	No, I'm about to sell all of my animals.
B.	Oi-mẽ ne re-me'ẽ hepỳ porã ta hĩna?	Will you be selling (everything) at a good price?
A.	Upé va gui-nte ningo a-me'ẽ-mbá ta o-ño-ndivé pá.	That's why I'm selling everything altogether (all at once).
B.	Avy'à-ité x-amigo nde-ndivé.	I'm happy for you.

Cycle 21

model

Ha'é o-ù va.erã mo'ã kurî xe-ndivé pero iñ-akã-nundú i-ko'ẽ vo.	He would have come with me but he had a fever when he woke up.

TO THE STUDENT:

o-ù va.erã	He should come
o-ù mo'ã	He almost came
o-ù va.erã mo'ã	He should have come / He would have come

Notice that va.era mo'ã means 'should have' or 'would have'.

substitution

iñ-akã-nundú	O-ù va.erã mo'ã kurî xe-ndivé pero iñ-akã-nundú i-ko'ẽ vo.
o-ú ij-avuelo	O-ù va.erã mo'ã kurî xe-ndivé pero o-ú ij-avuelo.
o-soró i-casõ	O-ù va.erã mo'ã kurî xe-ndive pero o-soró i-casõ.
o-henõiuká xu-pé i-sý	O-ù va.erã mo'ã kurî xe-ndivé pero o-henõiuká xu-pé i-sý.

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Cycle 22

paradigm (negative of vowel-stem verb)

-'é 'say; tell'

nd^a-'é^i	ndo^ro-'é^i nda^ja-'é^i
nde^er-é^i	nda^pej-é^i
nd^e-'í^ri	

TO THE STUDENT: Note that the 1st person singular and 3rd person forms simply drop the h.

conversion (change to negative and vice versa)

ha-'é	nd^a-'é^i
ha-'é ta	nd^a-'é mo'ã^i
ha-'è varã	nd^a-'è varã^i
ha-'é ne	nd^a-'è^i xéne
he-'í	nd^e-'í^ri
he-'í ta	nd^e-'í mo'ã^i
he-'ì varã	nd^e-'ì varã^i
he-'í ne	nd^e-'ì xéne
er-é	nde^er-é^i
er-é ta	nde^er-è mo'ã^i
er-è varã	nde^er-è varã^i
er-é ne	nde^er-è^i xéne

dialog

A. Mba'éˆpa he-'Í ta Carlos?

B. Ha'é ndˆe-Ì mo'ãˆi mba'evé.

appropriate response

1. Mba'éˆpa er-é ta ndé?
2. Mba'éˆpa ha-'é ta xé?
3. Mba'éˆpa he-'Í ta ha'é?
   ETC.

1. Mba'éˆpa ha-'è va.erã?
2. Mba'éˆpa er-è va.erã?
3. Mba'éˆpa he-'Ì va.erã?

Cycle 23

paradigm (negative of vowel-stem verb)

-'ú 'eat' (v. tr.)

ndˆa-'úˆi	ndoˆro-'úˆi ndaˆja-'úˆi
ndeˆre-'úˆi	ndaˆpe-'úˆi
ndˆo-'úˆi	

TO THE STUDENT: The 1st person singular and 3rd person forms drop the h. The others are regular.

model

Ha'é ndˆe-'íˆri mba'evé.	He doesn't say anything.

patterned response

Ha'é ndˆe-'íˆri mba'evé. Ha ndé?
Xé ndˆa-'éˆi mba'evé aveí. Ha xé?
Ndé ndeˆer-éˆi mba'evé aveí.
(Ha peẽ? Ha oré? ETC.)

dialog

A. Mba'éˆpa he-'í Carlos?

B. Ha'é ndˆe-'íˆri mba'evé.

appropriate response

1. Mba'éˆpa he-'í Agustin?
2. Mba'éˆpa ndé er-é?
3. Mba'éˆpa xé ha-'é?
ETC.

model

Ha'é ndˆe-'ì mo'ãˆi mba'evé.	He won't say anything.

patterned response

Ha'é ndˆe-'ì mo'ãˆi mba'evé. Ha ndé?
Xé ndˆa-'è mo'ãˆi mba'evé aveí. Ha xé?
Ndé ndeˆer-è mo'ãˆi mba'eve aveí.
(Ha peẽ? Ha oré? ETC.)

Cycle 24

model

Re-studiá rire, rei-kuaà va.erã mo'ã la lección.	If you had studied, you would have known the material.

TO THE STUDENT: To suggest something contrary to what happened in the past, English uses 'had' or 'would have' plus the past participle. In the corresponding contruction in Guarani, rire is used following the verb.

transformation

Rei-kuaà va.erã mo'ã la lección pero nde^re-studiá^i.

Re-studiá rire, rei-kuaà va.erã mo'ã la lección.

O-ù va.erã mo'ã kurî xe-ndivé pero iñ-akã-nundú i-ko'ẽ vo.

Nda^iñ-akã-nundú^i rire i-ko'ẽ vo o-ù va.erã mo'ã kurî.

O-ù va.erã mo'ã xe-ndivé pero o-ú ij-avuelo.

Nd^o-ú^i rire, ij-avuelo o-ù va.erã mo'ã xe-ndivé.

O-gustà va.erã mo'ã xu-pe la reunión pero nd^o-hó^i.

I-plata hetà va.erã mo'ã pero nd^o-mba.apó^i.

Nd^o-manõ^i va.erã mo'ã pero nd^o-henĉi^ri hikuái la medico-pe.

Nda^hasỳ^i va.erã mo'ã pero ho-'ú kambý sandía ári.

O-kakuaá pòra-vé va.erã mo'ã la tapití pero oe`re-ñangareko^i hese kuéra.

Ro-hexa va.erã mo'ã pero nd^a-há^i.

A-hà va.erã mo'ã pero nda^xe-renõi^ri.

Cycle 25

model

Ha'é ndˆo-'ù mo'ãˆi mba'evé.	He won't eat anything.

patterned response

Ha'é ndˆo-'ù mo'ãˆi mba'evé. — Ha ndé ?
Xé ndˆa-'ù mo'ãˆi mba'evé aveí. — He xé ?
Ndé ndeˆre-'ù mo'ãˆi mba'evé aveí.
ETC.

appropriate response

1. Mba'éˆpa ho-'ú ta ha'é?
2. Ho-'ú taˆpa David ko chipa ?
3. Mba'éˆpa re-'ú ta ndé ?
4. Re-'ú ta ko pan ?
5. Mba'éˆpa la ndˆa-'ú varãˆi.
   ETC.

listening for comprehension

Jose: Háke, ho'á peteĩ mberú nde-rembi-'ú-pe.
Look out, a fly fell in your food.

David: Ko tembi-'ú-pe o-ĩ peteĩ mberú. Ndˆa-'ù mo'ãˆi.
There's a fly in this food. I won't eat it.

appropriate response

1. Mãva rembi-'ú-peˆpa ho-'á peteĩ mberú ?
2. Mba'éˆpa he-'í Jose David-pe ?
3. Ho-'u-séˆpa David hembi-'ú ?
4. Mba'éˆpa ha'é he-'í ?

patterns for study

La café hakú	The coffee is hot
La café akú	The hot coffee
Y takú	The hot water
Iñ aka rakú	He is enthusiastic

TO THE STUDENT:
Notice that the verb haku has four variants. The 'h' variant is used with the third person verb conjugation; the 'a' variant is used in most situations where the verb translates as an adjective; the 't' variant occurs with a very limited number of nouns; the 'r' variant occurs in a few compounds.

1.	E-mbojý tatá hakuete'ỹ va-pe.	Cook in an oven that is not very hot.
2.	E-moĩ paková rogué ári ha e-moĩ tata-kuá akú-pe.	Put it on banana leaves and put it in a hot oven.
3.	Tekotevẽ re-ñohẽ y takú yvý re.	You need to pour hot water on the ground.
4.	Anĩ ke pokó la tembi-'ú akú re.	Don't touch the hot food.
5.	Xé^gusta café akú.	I like hot coffee.
6.	Ña María ogue-rekó kambý akú nóga-pe.	Mary has fresh (recently milked) milk at home.

model

A-nohẽ ramo kambý ro'ysá porã va pe eladera gui.	I just took some nice cold milk from the ice box.

patterns for study

Ara hakú hĩna, ajé^pa ?	The weather is really hot, isn't it ?
Ro'ysá porã hĩna.	It is cool.
Haku-eté la kuarahý hĩna.	The sun is really hot.
Nde-mbyry'á1^pa ?	Are you hot ?
Xe-ro'ý.	I'm cold.
La ára ro'ysá nda^xe^gusta^i mba'evé.	I don't like cold weather at all.

Cycle 26

model

Ndˆa-rekoˆi la plata a-joguà haĝuã ixa tapitî.	I don't have the money to buy rabbits.

TO THE STUDENT: Notice that haĝuã alone implies that the person just doesn't have money, while haĝuãixa implies that the person has money, but not enough to buy the rabbit.

examples:

A-jogua haĝuã	to buy
A-jogua haĝuãixa	enough to buy

1. Ndˆa-rekoˆi la plata a-joguà haĝuã ixa tapitî.
2. Ndˆa-rekoˆi la tiempo a-mba.apó haĝuã ixa tapitî re.

dialog

A. Re-jogua-séˆpa umî tapitî ?

B. Ndˆa-rekoˆi la plata a-joguà haĝuã ixa tapitî.

appropriate response

1. Re-jogua-séˆpa peteî coche ?
2. Mba'é ixaˆpa ndeˆre-joguá mo'ãˆi peteî cavajú ?

model

Ore-mboriahú ha ro-mba.apò varã.	We are poor and we have to work.

model

A-stimá ndé-ve xe^pytyvõ haguére.	I thank you for having helped me. I thank you for helping me.

TO THE STUDENT: Notice that haguére is composed of two parts, the conjunction hagué and the postposition rehe. It is translated in English both as 'for VERB-ing' and as 'for having VERB-ed'.

patterned response

T. Xé roi^pytyvõ.
S. A-stimá ndé-ve xe^pytyvõ haguére.
T. Ai-poruká ndé-ve xe-tractór.
S. A-stimá ndé-ve rei-poruká haguére xé-ve la nde-tractór.
T. A-hexuká ndé-ve mba'é ixa o-je-japó sopa Paraguáya.

model

A-vy'a-itereí ai-mé haguére ko'á-pe. I'm very glad to be here.

patterned response drill

T. Ndé rei-mé ko'á-pe.
S. A-vy'a-itereí ai-mé haguére ko'á-pe.
T. Ndé rei-kuaá ixu-pe.
S. A-vy'a-itereí ai-kuaá haguére xu-pe.
T. Ikatú re-mba.apó xe-ndivé.
S. Avy'a-itereí ikatú haguére a-mba.apó ne-ndivé.
T. Ikatú re-aprendé guaraní.
T. Ikatú re-hó campaña-pe.

patterned response

T. Pende-mboriahúˆpiko ?
S. Hẽe, ore-mboriahú ha ro-mba.apó varã.
T. Pende-ñembyahýiˆpiko ?
S. Hẽe, ore-ñembyahýi ha roi-kotevẽ ro-karú ra.e.
T. Pende-kane'õˆpiko ?
S. Hẽe, ore-kane'õ ha roi-kotevẽ ro-pytu'ú ra.e.

model

Ha mba'é reˆpa ndeˆer-eˆi ra.e xu-pe la regue-rekó hagué peteĩ reunión club 4-C pe ?	Didn't you tell him that you had a 4-C Club meeting ?

dialog

Ha mba'é reˆpa ndeˆer-eˆi ra.e xu-pé regue-rekó hagué peteĩ reunión club 4-C pe ?

Hẽe, pero ore-mboriahú ha roi-kotevẽ ro-mba.apó ræ.é.

model

Ai-kuaá ndeˆre-hoˆi hagué la reunión há-pe.	I know that you didn't go to the meeting.

patterned response

T. Xé ndˆa-háˆi la reunión há-pe.
S. Ai-kuaá ndeˆre-hóˆi hagué la reunion há-pe.
T. Ndˆaj-uˆi Coronel Oviedo gui.
T. Ndˆa-ñangareko porãˆi la tapití re.
T. Ndˆa-mbopotĩˆri la xe-kotý.

model

I-sý i-poxý he-ndivé ndˆo-joguáˆi haguére la sapatú.	His mother is mad at him for not having bought the shoes.

patterned response

T. Ha'é ndˆo-joguáˆi la sapatú.
S. I-sý i-poxý he-ndivé ndˆo-joguáˆi haguére la sapatú.
T. Mba'é guiˆpa i-poxý he-ndivé i-sý ?
S. I-sý i-poxý he-ndivé ndˆo-joguáˆi haguére la sapatú.

T. Ha'é ndˆo-mbongarúˆi la ryguasú kuéra.
T. Ha'é ndˆoi-typeíˆri la i-kotý.
T. Ha'é ndˆo-ñangarekó porãˆi la tapití re.

model

Ro-mbyasy-eté ndeˆre-hóˆi haguére la reunión há-pe upé sávado.	We missed you in the meeting last Saturday.

patterned response

T. Ndˆa-háˆi la reunion há-pe upé sávado.
S. Ro-mbyasy-eté ndeˆre-hóˆi haguére la reunión há-pe.
T. Xe-hente mano kurì, ndaˆpei-kuaáˆiˆpa ?
S. Ro-mbyasy-eté o-manó haguére nde-hente.
T. A-ha ta pende-hegui.
T. O-jehu xé-ve peteĩ mba'é nde-vaí va.

Cycle 27

model

Oi-ko rõ cine, o-ú ne xe-ṙú aveí.	If there is a movie, my father will come, too.

patterned response

T. Ikatú oi-kó cine.
S. Oi-kó rõ cine, o-ú ne xe-ermano aveí.
T. Ikatú oi-kó partido.
T. Ikatú oi-kó je-karú.
T. Ikatú oi-kó jeroky.

model

Oi-kó rõ cine, o-ú neˆpa nde-ṙú aveí ?	If there is a movie will your father come, too ?

model

O-pytá pora-vé ne xé-ve ña-cambiá rõ la reunión óra.	It would be better for me, if we changed the meeting time.

substitution

1. O-pytá pora-vé ne xé-ve ña-cambiá rõ la reunión óra.
2. _____ rendá.
3. _____ ára.

model

O-pytá pora-vé neˆpa ndé-ve ña-cambiá rõ̀ la reunión óra ?	Would it be better for you, if we change the meeting time?

model

A-há ta pyharekué rõ̀ la reunión.	I will go if the meeting is at night.

substitution

1. A-há ta pyharekué rõ̀ la reunión.
2. _____ sávadokué _____.
3. _____ pyharevekué _____.
4. _____ ka'arukué _____.

model

Re-hó neˆpa pyharekué rõ̀ la reunión ?	Would you go if the meeting were at night ?

memorize

PCV Buen diá, Juan. Roˆmbyasy-eté ndeˆre-hóˆi haguére la reunion há-pe upe´ sávado.	Hello, John. We missed you in the meeting last Saturday.
SOCIO A-pytá kuri ai-pytyvõ haguã xe-rú-pe kokué-pe.	I stayed to help my father on the farm.
PCV Ha mba'é reˆpa ndeˆer-éˆi xu-pe la regue-reko hagué peteĩ reunioń club 4-C-pe?	Why didn't you tell him you had a 4C Club meeting?
SOCIO Ha-'é, pero ore-mboriahú ha ro-mba'apò̀ varã.	I did, but we're poor and we have to work.
PCV O-pytá põra-vé neˆpa ndé-ve ña-cambiá rõ̀ la reunión hora?	Would it be better for you if we changed the meeting time?
SOCIO La ikatu rõ̀ o-ñe-cambiá, a-gradecé ta peẽ-me.	If it can be changed, I would appreciate it.
PCV Re-hó neˆpa pyharekué rõ̀ la reunión? Ha oi-kó rõ̀ cine, o-ú neˆpa nde-rú aveí?	Would you go if the meeting was at night? And if there were a movie, would your father come too?
SOCIO Ndaˆtarde-tereíˆri ramo.	If it weren't too late.

Cycle 28

model

A. Rei-kuaá ma^pa mãva^pa la monda há ?	Have you found out who the thief was ?
B. Hẽe. José nipo ra.è, ha xé ai-mo'ã kurì Carlos há.	Yes, it turned out (to my surprise) to be José, and I thought it was Carlos.

TO THE STUDENT:

1. You have learned the use of ra.è in interrogative sentences in the past tense. Observe that ra.è is used also in declarative sentences. NOTE its meaning in contrast to kurì.

Carlos o-ú kurì	Carlos came (I vouch for the fact)
Carlos o-ú ra.è	Carlos came (or so it was reported to me) [in Spanish: había sido]

ra.è indicates that the report is given second hand, i.e. the fact is not attested by the speaker's witness.

2. Observe also that ra.è is frequently linked with the particles ningo (or niko) and nimbo (or nipo).

Ndé nipo ra.è !	So it was you !
Ha'é nipo la o-ú va ra.è.	To my surprise it was him that came (or so I was told)
Moõ nipo o-hó ne ra.è ?	Where would he go ? (I can't imagine).

The particle nipo (or nimbo) often indicates an attitude of surprise in learning the facts.

dialog

A. Rei-kuaá ma^pa Carlos o-ú hagué ?	Did you find out that Carlos came ?
B. Ko'ãga aé ai-kuaá, ha oj-apó ma nipo ra.è un mes o-í hagué.	I just found out, and I hear (to my surprise) that he came a month ago.

dialog

A. Pedro he- í [illegible]ve kuehé o-manò hagué peteĩ i-tió.	Pedro told me yesterday that an uncle of his died.
B. Mãva nipo ne hĩna ?	Who might it be ?

translation

Quién se.í el que ha venido ?	Mãva^pa nipo la o-u va.
Habia sido que fueron Uds. y nosotros no lo supimos.	Peẽ nipo ra.è ha oré ndo^roi-kuaá^i.
Me pregunto, donde habia ido.	Moõ mbo la o-hó ra.è.
Habia sido que fue Julia.	Julia nimbo ra.è.
Habia sido que Uds. fueron los que vinieron.	Peẽ nipo la pej-ù va.ekué ra.è.
Seria, este el lugar por ventura ?	Á-pe nimbo ne hĩna ?
Habia sido que fue Pedro y sus amigos.	Pedro umia nipo ra.è.
Habia sido que ya se fué.	O-hó ma nipo ra.è.
Habia sido que lo sabia.	Oi-kuaá nipo ra.è.

Cycle 29

model

Ha'é o-ú rõ̀ jepe tarde, roi-pe'á ta la oficina óra-pe.	Even if he comes late, we will open the office on time.

substitution

pe'á	Ha'é o-ú rõ̀ jepé tarde, roi-pe'á ta la oficina óra-pe.
mboty	Ha'é o-ú rõ̀ jepé tarde, ro-mbotý ta la oficina óra-pe.
mbopotĩ	Ha'é o-ú rõ̀ jepé tarde, ro-mbopotĩ ta la oficina óra-pe.

model

O-ú rõ̀ jepé tarde, pei-pe'á ta^pa la oficina tiempo-pe ?	Even if he comes late, will you open the office on time ?

REVIEW STAGE

guivé, pevé

A. Araka'é guivé^pa re-ĩ hĩna á-pe.	Since when have you been here?
B. Julio guivé.	Since July.
A. Mamo guivé mamo pevé^pa a-mbovyvý va.erã	From where to where should I sti[illegible] it?
B. Ko'á guivé ko'á i-ku'á pevé.	[illegible] here to the [illegible]st.
A. Araka'é pevé^pa [illegible]e-hò va.erã la doctor-pe?	How long are you supposed to go to the doctor?
B. O-kuerà-ité pevé la [illegible]e-[illegible].	Until my wound is all healed.
O-nacé guivé o-manò pevé i-mbo[illegible]iahú.	From birth to death he is poor
A-ñe-pyrũ guivé a-studia ko'ãg̃a-ité pevé nd^o-falta^i va xé-ve la plata.	Since I began to study up to right now I have not lacked money.

pá

A-kàru pá ma.	I finished eating dinner.
A-cèna mbá ma.	I finished eating supper.
Ai-kuàa pá ma la lección.	I know the lesson completely.
O-mano mbá guerra há-pe.	They all died in the war.
Carlos ho-'u pá la xe-ṙembi-'ú.	Carlos ate all my food.
A-mbono'õ mbá ma la i-mandyjú.	I've gathered all his cotton.
A-lẹ̇e pá vakuẹ́ pe livro.	I read that book through.
Ne'ĩra^pa re-ĩ mbá ?	It isn't ready yet?
I-vaì pá ma ra.è la ḣóga.	It turned out that his house is really ugly.
A-hexá peteĩ mbói nde-kakuaa pá va.	I saw a fully grown (huge) snake.
I-potì mbá ma la nde-platíllo.	Your plate is thoroughly clean already.
Pe-ntende pá^pa ?	Do you-all understand everything?
Opá vové la clase a-há ta centro-pe.	When the class is finished, I will go downtown.
He-'ú pá la ṫembi-'ú !	Eat all the food !
Aja popá vove nde-trahe rá ikatú re-tanteá.	When I finish your suit, you can try it on.
Xé a-heká kurì nde-ru pe opá rupi.	I looked everywhere for it.
Kóa ko mansãna yá hi-ajù-pá ma.	This apple is already completely ripe.
Kóa ko kotý i-ky'a pà-ité.	This room is all dirty.

If - would

Re-guata pya'e'ỹ ramo, ne re-guahẽi xéne ha'e-té-pe.	If you don't go faster, you won't arrive on time.
O-ky rire, o-ú va.erã mo'ã ro'y.	If it had rained, the cold would have come.
Ai-kuaá rire, ha'é va.erã mo'ã ndé-ve.	If I had known it, I would have told you.
O-kyve riremo, hapy porã-ve ra.è mandi'ó	If it had rained more, the mandioc would have had better roots.
Re-jogua-sé ramo kesú, re-juhú ne amo bolixo-pe.	If you want to buy cheese, you will find it in that grocery store.
Hepy. Re-mbogueỹ mĩ ramo xé-ve a-joguata.	That's expensive. If you'll lower the price a little for me, I'll buy it.
A-rekó ramo, a-me'ẽ va.erã ndé-ve.	If I had it, I'd give it to you.

further sentences for study

Pedro^pa oi-kó á-pe ? Hẽe, oi-kó á-pe.	Is Pedro here ? Yes, he's here.
O-sẽ oi-kuàa ỹrehe mba'evé.	He goes away without learning anything.
Cada ko'ẽ xé po^juhu escuela-pe.	Every day I meet you-all in school.
Ndé rei-kuaá porã ma ixu-pe kuéra.	You know them well now.
Rei-kuaá^pa ndé pe karaí-pe ?	Do you know that man ?
Nai mo'ã i ro-juhú ko'á rupi.	I didn't think I'd find you here.
Ro-hã'aro ta ãnga jueves.	We'll wait for you this Thursday.
Upéva nda^xe^gustá^i.	I don't like that.
Xe^perdoná na, x-amigo.	Pardon me, my friend.
Nde-sý nde^renó^i hĩna.	Your mother is calling you.
Te-re-hó, te-re-hó, xé re-ja xé-ve hendivé.	Go away, go away, leave me with him.
Mamita, ro^hayhú.	Mom, I love you.
A-hã.aro a-ĩna xé-rembirekó-pe.	I am waiting for my wife.
Mãva^pa he-'í ndé-ve upéa?	Quién te dijo eso ?
Y ma ha'é va.ekué ndé-ve.	I told you that some time ago.
Péva ñai mo'ã oi-kuaá hetá va.	That one seems to know a lot.
Péa hũ ñai mo'ã tatapyĩ.	That one is black as charcoal.

seem

Ñai mo'ã o-kañỹ hagué xe-kuairũ.	It seems that my ring got lost.
Joguá xé-ve o-kañỹ hagué xe-rymbà-jaguá.	I think my dog got lost.
Ñaimo'ã vaixa xé-ve la nde-travaho o-ĩ vaí va.	I believe your work is wrong.
O-ký ta váixa xé-ve.	I think it will rain.
Xé-ve yá hi-'ã-nte jevý mã o-guahẽ hĩna.	It just seems to me that he is already coming back again.

weather comments

1.	O-ký ta^pa ?	Will it rain ?
2.	Ikatú ne.	It might.
3.	Este dia nd^o-ky mo'ã^i.	Today it won't rain.
	Hi'ã xé-ve o-ky jevý ta.	It looks like it'll rain again.
4.	Ára hakú hína.	It's hot.
	Ro'ý okápe hína.	It's cold outside.
5.	Xe-ro'ý.	I'm cold.
	Nda^xe-ro'y^iri.	I'm not cold.
6.	Xe-mbyry'ái	I'm hot.
	Nda^xe-mbyry'ái^ri.	I'm not hot.
7.	Ára porã	Nice day
	Ára sakã porã	Clear day

buying and selling

A. Asking the price

1.	A mboy^pa o-valé la docena ?	A cuánto la docena?
2.	Mboý^pa o-valé kóva ?	Cuánto vale esto?
3.	Mboý^pa {rei-potá / re-jeruré} hese?	How much do you want/ask for it?
4.	Mboý^pa a-me'ẽ va.erã ndé-ve upéva re ?	What should I give you for that?
5.	A mboý re^pa re-vendé la mandi'ó ?	A cuánto vende la mandioca?

B. Haggling (regateando)

1.	Hapy-eté-pa !	Que caro !
2.	Re-jeruré hepy-vé xé-ve	A mí me pide mas caro.
3.	Péva nd^o-valé^i mba'e-vé	Eso no vale nada.
4.	Xé ko nde-heguí tapia-ité a-joguá	But I always buy from you
5.	Mba'é re^pa nde^re-vendé^i xé-ve ?	Por qué no me lo vende?
6.	A-me'ẽ ta 100 guarani hese.	I'll give 100 guaranies for it.

C. General Information

1.	A-jogua-sé xe-saco rã pero anî kena mbyky-eté ti	
2.	Mbovy kilo sevói^pa o-î	How many kilos of onions are there?
3.	Roi-kotevẽ mokõi juký vosã	We need two bags of salt.
4.	Mba'é^pa o-ñe-vendé ko'á-pe ?	Qué se vende aquí?
5.	Re-vende-sé^pa xé-ve fosforos ?	Quiere venderme fósforos?

memorize

Xé xe-réra José Ramirez.
Xé Cuerpo de Paz-pe guá voluntario.

My name is Joe Ramirez.
I'm a Peace Corps Volunteer.

Aj-ú ko'á-pe ai-kò nagua pende-ndivé dos año rupi, ikatù haĝuã ixa poˆserví.

I came here to live with you for about 2 years in as to serve you.

Hi'á-nte xé-ve poiˆpytyvõ ha a-ñe'ẽ-kuaa-sé ko pende-ñe'ẽ ikatù haĝuã ixa ña-ño-mongetá.

I desire to help you and I want to learn this language of yours so that we can converse.

memorize

Peteĩ jevý jaguareté o-nexá peteĩ anguja'í-pe, ha kororõ, pe jaguareté o-porandú pe anguja'í-pe,

Once a jaguar saw a mouse, and roaring, the jaguar asked the mouse.

'Mba'é reˆpa ndaˆnde-tuixáˆi ha ndaˆ nde-mbaretéˆi xé ixa?'

'Why aren't you as big and as strong as am?'

Ha la anguja'i ne-'í xu-pe kyhyje'ỹ re,

And the mouse said to him without fear.

'Pero karaí jaguareté, xé ningo xe-rasý kuri!'

'But Mr. Jaguar, you see, I've been sick!'

memorize

Por primera vez o-ú peteĩ gua'í Paraguaý-pe. O-ñe-mbelesá voí opá mba'é re pe calle re.

A Villarriqueño came for the first time to Asunción. He looked in wonderment at everything along the street.

Peteĩ pyharevé o-guatá o-hó vo ha o-sẽ sapy'a xu-pe peteĩ jaguà ñarõ. Ndˆoi-kuaáˆi mba'éˆpa oj-apó ta, ha upé ma ramo o-jayvý o-hupi haĝuã peteĩ itá o-japi haĝuã la jaguá-pe.

One morning as he was walking along a mad dog suddenly came after him. He didn't know what to do, and then he stooped to pick up a stone to throw at the dog.

Ndˆikatúˆi o-nohẽ la empedrado, ha he-'í, 'Ij-a reve páˆpiko ko'ã Paraguaỳ guá. O-poi-pá la jagua ñarò gui ha o-ñapytĩ mbá la itá. Qué várvaro!'

Unable to get the cobble stone out, he said, 'These Asuncenos are all mixed up. They let mad dogs loose and tie up all the rocks. What nonsense!'

for discussion

1 Peteĩ mitã karia'ý ogue-rekó va 15 años^pa o-mba.apò va.erà i-túva ndi tĕra^pa i-jupé ĝuarã-nte.

O-ĩ rò pende-apyté-pe he-'í va o-mba.apò va.erã há la i-túva ndi, t-o-hupí la i-po ha t-e-'í mba'é re^pa.

Should a 15 year old boy work for his father or for himself.

If any of you says he should work for his father, let him raise his hand and tell why.

2. Graciéla peteĩ kuñataĩ o-ñeha'ã va.ekue o-studià hağuã inglés, oi-kò pevé ixu guí profesóra. Ha hetá je-ikò asý rirè, o-ú o-ñe-me'ẽ ixu-pé peteĩ véka o-hò hağuã estádos unídos-pe. Ha upé o-faltá rupì una semana o-hò hağuã, o-ú o-manó peteĩ iñ-hermano. Mba'é^pa er-é ndé? O-hò va.erã^pa tèra^pa nahãniri?

Graciéla is a girl who struggled to study English until she became a teacher. And after hard living she was given a grant to go to the U.S. A week before leaving her brother died. What would you say? Should she go or not?

3. Mokõi o-mendá ta va-pe la i-pariènte kuéra oi-kuave'ẽ óga tĕra pláta, oi-pota-vé va-nte. La kuñataĩ tembi-reko rã oi-potá la óga. Nda^upé ixa^i la mèna rã, oi-mo'ã va tuixa-vé mba'è há la pláta. Re-ĩ^pa ndé la kuñataĩ-ndi tĕra^pa la i-mena rã-ndi?

To two to-be-marrieds their parents offered a house or money, at their option. The novia wanted the house; but not the novio, who thought money would be better. Are you with the novia or the novio?

4. I-porã^pa mokõi o-mendá ramo va o-hó oi-kóvo i-suègro kuéra-ndi?

Is it alright for two newly-weds to go live with their in-laws?

5. I-katu^pa peteĩ mitã-karia'ý o-rekó va 16 años o-desidí i-jehe oj-apò va.erã peteĩ familia?

Can a boy of 16 decide by himself what a family should do?

6. I-porã^pa o-ñe-mbo-'é escuela há rupi la avà-ñe'ẽ, ha o-ñe-mbo-tuixa-vé la karaĩ-ñe'ẽ gui?

Is it good to teach Guarani in school and have it superior to Spanish?

7. Rei-mo'ã^pa ndé ikatú ne hağuã peteĩ mitã-karia'ý mboriahú, okara-yguá membyré, o-guahẽ oi-kó ixu-guí Presidénte de la República?

Do you think it would be possible for a poor boy from far outside to become the president of the Republic?

transformation (change to the past)

1. Ña-cambiá rõ la reunión hora o-pytà põra-vé ne xé-ve. Ña-cambiá rire la reunion ora o-pytà põra-vé va.erã mo'ã xé-ve.
2. Ña-cambiá rõ la reunion rendá o-pytá põra-vé ne xé-ve.
3. Oi-kó ta rõ cine o-ú ne xe-rú aveí.
4. O-joguá rõ pe coche oi-poruká ne xé-ve.
5. O-hó rõ Paraguái-pe o-scriví ne xé-ve.
6. O-hasá rõ xe-valle rupi o-ğuahẽ ne xe-visitá.
7. Ha-'u rõ ko pohã ñanã xe^mbonguerá ne.
8. Re-ñotỹ rõ trigo re-gana-vé ne.
9. Re-mondoró rõ umi ñanã o-kakuaá põra-vé ne la nde-tomate kuéra.

translation

1. If you were the director, what would you do?
2. If he had been there, I would have seen him.
3. What would you have done had you seen him?
4. If he comes we will leave this afternoon.
5. If he were to come we would leave this afternoon.
6. If he had come we would have left this afternoon.
7. If I were a doctor I would work hard.
8. If you would tell me what you are doing I would help you.
9. What would you do if you had a million dollars?
10. If I had been there I would have helped them.

REINFOREMENT STAGE

Comprehension Games

supply the logical conclusion

1. Opá gringo o-ĩ va i-plata hetá. David gringo.

   Por lo tanto:

2. Voluntario o-hó va guivé Paraguái-pe i-sogué. Juan voluntario Paraguái-pe.

   Por lo tanto:

3. Gringa o-ú va guivé Paraguái-pe i-sogue. María peteĩ gringa o-ú va Paraguái-pe.

   Por lo tanto:

4. O-ñe'ẽ va guivé guaranĩ iñ-arandú. Guillermo o-ñe'ẽ guaranĩ.

   Por lo tanto:

5. O-hó ta va guivé Paraguái-pe ho-ú ta jaguareté. Roberto o-hó ta Paraguái-pe.

   Por lo tanto:

6. Opá o-mendá va i-torova. Santiago o-mendá va.

   Por lo tanto:

figure it out

1. Carlos i-mitã-vé José gui, ha Jose i-mitã-vé xe-hegui.
   Mãva^pa la i-tuja-vé va?

2. María i-põra-vé Josefa gui, ha xé xe-vài-vé Josefa gui.
   Por lo tanto Josefa....

3. Paraguái tuixa-vé Uruguái gui, ha Ecuador mĩxi-vé Uruguái gui.
   Por lo tanto:

4. Xé xe-plata heta-vé Ramon gui, ha Angel i-plata heta-vé xe-hegui.
   Por lo tanto:Ramon....

5. Mokõi elefante i-mbarete-vé peteĩ gui, ha peteĩ jaguareté i-kangy-vé peteĩ elefante gui.
   Por lo tanto mokõi elefante.....

6. Esteban o-ñe'ẽ kuàa-vé guaranĩ xe-hegui, ha xé a-ñe'ẽ põra-vé Pedro gui.
   Por lo tanto:

CULTURAL NOTE

Estos son algunos de los tabúes más populares hoy en día en el Paraguay. Son hechos ó acciones cuya presencia o cuya realización anuncian o atraen males o bienaventuranzas. El maestro nativo puede hacer sobre esto una interesante charla (en guaranĩ) dando los detalles e interpretaciones correspondientes. Además puede citar otros muchos tabúes. Aún, los voluntarios deberían memorizarlos por lo significativo en la cultura ó costumbre del hombre paraguayo.

1. Nde^re-ñeno va.erã^i mesa ari. (Porque o-manõ ne nde-gente.)

2. Nde^re-ñeno va.erã^i mèsa guý-pe. (Porque ogue-ru ne miseria.)

3. Rei-typei rõ kuarahy oi-ké jave (Porque o-manõ ne nde-gente.)

4. Novio kuéra o-karú rõ olla guivé. (porque o-ky o-mendà há diá-pe.)

5. Re-mboñemuna rõ paloma nde-róga-pe. (Porque ogue-rú desgracia.)

6. O-jei-typei rõ nde-py. (Porque nde^re-ja nde-chica.)

7. Re-hasa rõ mokõi o-hó va o-ño-ndivé mbyte rupi. (Porque rei-pe'a xu-gui kuéra i-po'a.)

8. Rei-moĩ rõ votõ tẽra re-mbovyvy rõ nde-aó o-ĩ aja nde-jehe.
   (Porque ogue-rú mala suerte.)

9. Re-puka-itereĩ vierneskue. (Porque nde-rasẽ domingo katù-eteĩ.)

10. Re-mombo rõ tembi-'ú. (Porque i-poxý ñande-jára.)

11. Re-sẽ rõ ma nde-róga gui ha re-jevỳ jevý. (Porgue ogue-rú miseria.)

12. Rei-poká rõ mitã-rupa. (Porque la mitã-ra'y hye-rase.)

13. Re-guapy rõ angu'á ári. (Porque nde-ate'ỹ.)

14. Re-lee-etereí rõ. (Nde-tarová.)

15. Ndeˆer-e va.erãˆi "rayo" o-ky jave. (Ho'a ne nde-róga ári.)

Role Playing

Nde re-hó mercado-pe re-ñemu haguã; ha rei-kuaá peteĩ camisá aó po'i o-vale-ha ₲s 500, pero la camisá vende-ha o-hexa vo ndé gringo-ha (turista) o-vende-sé ndé-ve la camisa ₲s. 1000.

Mba'éˆpa er-é ne xu-pe?

(Nota: En éste caso el maestro puede tomar el lugar del vendedor.)

Making Up a Story

Los estudiantes se sientan en un círculo. El objeto de éste juego es contar una historia. (La del voluntario Calígula antes de entrar en el P.C.) Cada estudiante irá contando una parte de ella, de acuerdo a su imaginacion, pero repitiendo antes los que los otros dijeron. Veamos por ejemplo:

Estudiante 1: Calígula o-hó mia cine há-pe.
Estudiante 2: Calígula o-hó mia cine há-pe peteĩ kuñataĩ porã ndi.
Estudiante 3: Calígula o-hó mia cine há-pe peteĩ kuñataĩ porã ndi, ha Calígula o-ka'u mia cada domingo.
Estudiante 4: Calígula o-hó mia cine há-pe peteĩ kuñataĩ porã ndi ha Calígula o-ka'u mia cada domingo ha aveí o-hó mia misa há-pe.

Y así sucesivamente segun el número de estudiantes. El maestro al fin puede repetir toda la historia y hacer preguntas. Generalmente la historia sale bien simpatica y puede ser aprovechada como excelente oportunidad para ejercitar en el punto gramatical introducido.

questions for deliberation

1. Pende-memby-sê^piko peẽ?
2. Mba'é ixa pej-apo nda^pende-memby^i haĝuã?
3. Ndé^pa re-mendá va?
4. Ndé^piko nde-je-gusta há?
5. Ndé^gusta^pa la kuña paraguaya? (or kuimba'é)
6. Re-mendá ne^pa peteĩ paraguaya re?
7. Regue-rahá ne^pa peteĩ paraguaya norteamerica-pe?
8. Mba'é^piko la nde rej-ú va rej-apó á-pe?
9. Ndé^piko catolico?
10. Mba'é religión^pa ndé?
11. Ndé^pa regue-roviá la Santo kuéra-pe?
12. Ndé^pa regue-roviá la Tupà sý-pe?
13. Rei-mẽ á-pe re-mba.apo haĝuã religión-pe?
14. O-ĩ hetá^pa la catolica norteamerica-pe?
15. Nde-rú^pa mba'é oj-apó?
16. Peẽ kuéra pende-plata hetá, aje^pa?
17. Maerã^piko pej-ú ko'á-pe pende-plata hetà-itereí rõ?
18. Mba'è^pa la ne-profesión?
19. Mba'é re^pa nde^re-pytá^i nde-róga regue-rekó rõ entero mba'é?
20. Ndé^piko ne-arandú agricultura-pe?
21. Re-vy'á^pa ko'á Paraguái-pe?
22. Nde^gusta^piko la tembi'ú paraguái-pe guá?
23. Re-'ú-kuaá la sopa paraguaya?
24. Xé experiencia-ite-vé nde-heguí. Ha mba'é^pa ndé la xe^mbo'é ta va?
25. Xé la ai-kotevẽ va pláta-nte. Mba'é guí^pa nd^ogue-ruká oré-ve pláta?

Don José o-mendá va. Ha upé ĥembirekó gui i-ta'ýra okára o-mendá mboyvé guaré. Mbohapy-vé va tuixa-pé ma, ha o-menda-pá ma. Ha py'yi-nte he-'í va Don José la ĥembirekó-pe: "Xé ningo xe-tujá ma, ha ko'ẽ ramo-ité a-manó ne. A-mano há árahi'ánte xé-ve o-ñe-mboja'o-pá xe-familia kuéra apyté-pe opá mba'é xé mba'ekué va, a-hejá va xù-pe kuéra.
ha upéi peteĩ ára-pe ho'á o-manó sapy'á karaí José. Ha oi-kó peteĩ ñe-mboja'ò guasú i-mba'ekué va gui-ve re. Pero Don José ĥembirekó o-resolvé o-mẽ'e'ỹ vo Don José ra'y okára-pe mba'evé. Mba'éˆpa er-é? Oj-apó porãˆpa upé kuña-karaí ndˆo-me'ẽˆi vo mba'evé i-ména ta'ýra okára-pe tèraˆpa mba'é?

Antonio ha Beatriz o-mendà potá hĩna. Un més-nte ma o-faltá o-mendá haĝuã. O-gogua-pá ma hikuái: la kuãirũ ha opá mba'é. Ha ãga sávado pyharé oi-kó ta hĩna centro-pe peteĩ jerokỹ guasú. Xé a-porandú mba'éˆpa er-é ndé? I-porãˆpa o-hó ha'è kuéra añó mĩ-nte la jerokỹ há-pe tẽraˆpa katu-eteĩ o-hó mante va.erà peteĩ o-ñangarekó va nese kuéra?

Juan o-prometé va.ekué ij-avuela-pe o-hó vo ĥendá-pe o-guerovy'á haĝuà he-ndivé i-sànto ára. Ha vy'á-pe o-pytá la ĝuaiguĩ. Ha o-guahẽ upé ára pyharé ha o-hó ta javé hĩna, o-guahẽ o-ú vo peteĩ iñ-irú tujá ha ĥembirekó o-mbo-marandu'ỹ re xu-pé. Mba'éˆpa er-é ndé? O-pytá va.erãˆpa o-ñangarekó ĥekó-pe porã la iñ-irú re, tẽraˆpa o-hó va.erã o-mboirũ la ij-avuela-pe o-ñe-comprometé hagué ixa?

Don Jose is married. And by his wife he has two ligitimate sons. And he also has a natural child from before his marriage. All three sons are grown and already married. Frequently Don Jose said to his wife: "I'm old and tomorrow I may die. The day I die I want to have divided among my family all the things that were mine which I give to them." And then one day Don Jose suddenly fell dead. And there was a division of his things. But Don Jose's wife resolved not to give Don Jose's natural son anything. What do you say? Did she do right in not giving anything to her husband's natural child? Or what?

Antonio and Beatriz are about to get married. They lack a month. They've bought everything: the ring and everything. But this Saturday there is going to be a big dance in town. I ask what you would say: Is it good for them to go all alone to the dance, or instead, should someone necessarily go to keep watch on them?

John has promised his grandmother to go see her in order to celebrate with her her saint's day. And the elderly lady is happy. But the day before he was to go ther came an old friend of his and his wife without announcement. What do you say? Should he stay and look after his friend in good custom, or should he go to accompany his grandmother as he had promised?

CORE STAGE

A. Initial Communications

1.

A.	Xe-rorý roiˆkuaá hague re.	Encantado de conocerle.
B.	Gracias. Xé aveí xe-rory ikatú hague re ja-jo-kuaá kuri.	Gracias. Para mí también fué un placer conocernos.
A.	Hi'ã-nte ikatú ja-jo-topà jevý sapy'á-nte.	Ojalá pudieramos reunirnos otra vez.
B.	Hẽe, a-ñeha'ã ta ta-upé ixa jevý.	Sí, procuraré que así sea.

2.

A.	Re-ñe'ẽ-kuaáˆpa avà-ñe'ẽ?	Sabe hablar guaraní?
B.	Mixi mĩ, ha vaì-vaí-nte.	Un poco, más o menos.
A.	Pero oi-mẽ va.erã ningo rei-kuaá hĩna hetá mba'e.	Pero ya debe saber bastante.
B.	Nahãniri. La tekotevẽ kue-té-nte.	No. Solamente lo esencial.

3.

A.	Ne-Hermanoˆpa o-ñe'ẽ inglés?	Habla inglés tu hermano)
B.	O-ne'ẽ mixi mĩ.	Habla un poco.
A.	Ha ne-hermana kuéra?	Y tus hermanas?
B.	Ha'e kuéra katu o-ñe'ẽ porã, añete há pe.	Ellas sí que hablan bién (de veras).

4.

A.	Ikatúˆpa roiˆpytyvõ?	Puedo ayudarle en algo?
B.	Hẽe, ikatú. Xé ningo a-ñe'ẽ-kuaá inglés mante.	Sí puede. El problema es que yo solamente hablo inglés.
A.	Hmm, roiˆpytỹvo-sé, pero xé ningo nˆa-entendéˆi la ne-ñe'ẽ.	Hmm, quisiera ayudarle, pero yo no entiendo su idioma.
B.	Ikatúˆpa re-heka mĩ xé-ve peteĩ o-ñe'ẽ va inglés?	Puede buscarme, por favor, alguien que hable inglés?

5.

A.	Mba'éˆiko la o-ĩ va?	Qué pasa aquí?
B.	Xé nˆa-ñe'ẽˆi avà-ñe'ẽ.	Es que yo no hablo guaraní.
A.	Ha mba'é-peˆpa ikatú roiˆpytyvõ?	Puedo ayudarle en algo?
B.	Ja-hexamĩ pero xé ndˆikatúˆi ha-'é ndé-ve avà-ñe'ẽ-me.	Sí, pero no puedo decírselo en guaraní.

6.

A.	Ndéˆpa rei-mo'ã ndaˆhasyˆi há la guaranĩ?	Cree Vd. que el guaraní es facil?
B.	Nahãniri. Nˆai-mo'ãˆi.	No. No lo creo.
A.	Mba'é reˆpa rei-mo'ã upe ixa há?	Por qué piensa así?
B.	Nˆa-entendéˆi gui.	Porque no lo entiendo.

7

A. Ndé aré ma^pa ko'á-pe? — Ya tienes mucho tiempo aquí?
B. Oj-apó dos meses aj-ú hagué. — Hace dos meses que vine.
A. Ha ndé aré ta^pa á-pe? — Y quedarás mucho tiempo aquí?
B. Nahãniri. Dos años rire a-hà jevỳ va.erã. — No. Dos años despues debo irme.

8

A. Re-studiá^pa raka'e guaranî ecuela-pe? — Estudiaste guaraní en la escuela?
B. Nahãniri. Nd^a-studia^i va.ekue. — No. No estudié.
A. Mba'é re^pa? — Por qué?
B. N^o-ñe-mbo'é^i gui va.ekué guaranî la xe-ecuela-pe. — Porque no se había enseñado guarani en mi escuela.

9

A. Aré ma^pa rei-kó hagué á-pe? — Hace tiempo que vives aquí?
B. Nahãniri. Ramo-ité-nte aj-ú hagué. — No, hace poco tiempo que vine.
A. Re-pytá ta^pa navidad pevé? — Quedarás hasta la navidad?
B. Nd^ai-kuaá^i gueteri. — No lo se aún.

10

A. Nda^ipori ko mundo-pe ñe'ẽ hasy-vé va guaranî gui. — No existe en el mundo idioma más dificil que el guaraní.
B. Mba'é re^pa er-é? — Por qué lo dices?
A. Nd^ikatú^i gui a-ntendé ni a-ñe'è. — Porque no puedo hablarlo ni comprenderlo..
B. Pero oj-apó ningo media hora-nte re-ñepyrû hagué re-studiá. — Pero hace solamente media hora que has comenzado a estudiar.

11

A. Mba'e ixa^pa o-je-'e guaranî-me 'father'? — Cómo se dice 'father' en guaraní?
B. O-je-'e túva. — Se dice 'tuva'.
A. A-ntendé ma. Ikatú^pa ha-'é 'xe-túva'? — Ya entiendo. Puedo decir 'xe-túva'?
B. Nahâniri. O-je-'e 'xe-rú'. — No. Se dice 'xe-rú'.

12

A. Re-ntendé la guaranî-me o-ñe-ñe'è rồ? — Ya entiendes el guarani hablado?
B. A-entendé ma, pero hetá o-î o-ñe'ẽ pya'è-tereî va. — Sí, pero hay muchos que hablan demasiado rápido.
A. Ha re-ne'è-vé ma^pa ko'ãga? — Y ya lo hablas más ahora?
B. Mixi mî. Haimeté nd^ikatú^i guèteri a-ñe-mongetá. — Un poco. Aún casi no puedo conversar.

13

A. Re-ñe'è-sé^pa guaranî? — Quieres hablar guaraní?
B. Hèe, a-ñe'ẽ-sé. — Si, quiero hablarlo.
A. Mba'é re^pa re-ñe'è-sé? — Por qué lo quieres hablar?
B. Ai-kotevè gui ha xe^gustá gui. — Porque lo necesito y me gusta.

14

A. A-ñe'ẽ-kuaà-sé ko avà-ñe'ẽ. — Quiero aprender a hablar guaraní.
B. Upé ixa rõ, re-ñepyrũ-nte ma va.erã re-ñe'ẽ. — Si es así, solamente debes comenzar ya a hablar.
A. Mba'é ixaˆpa rei-potá aj-apó ndˆai-kuaáˆi rõ mba'evé. — Cómo quieres que lo haga si no sé nada?
B. Xé aveí ndˆai-kuaáˆi va.ekue inglés ha a-ñepyrũ-nte peteĩ jevý. — Yo tampoco sabía inglés, y una vez lo comencé no más.

15

A. Re-ntendéˆpa la ha-'é va.ekué? — Entendiste lo que dije?
B. Nˆa-ntendè porãˆi. — No lo entendí bién.
A. Rei-potáˆpa ha-'è jevý ndé-ve? — Quieres que te lo repita?
B. Ikatú rõ, a-agradecé ta ndé-ve. — Si puedes, to lo agradeceré.

16

A. Mba'éˆpa re-studiá re-ĩna? — Qué estás estudiando?
B. A-studiá a-ĩna guaraní. — Estoy estudiando guaraní.
A. Mba'éˆpa la hasy-vé va guaraní-me? — Qué es lo más dificil en guaraní?
B. Xé a-leè-kuaá, pero la ñe-ñe'ẽ hasy-etereí xéve. — Yo lo se leer, pero el hablar me es muy dificil.

17

A. Re-ntendéˆpa guaraní re-ntende há ixa karaì-ñe'ẽ? — Entiendes guaraní como entiendes español?
B. A-entende-vé karaì-ñe'ẽ. — Entiendo mejor español.
A. Mba'é reˆpa upéva? Hasy-véˆpa guaraní? — Por qué es eso? Es más dificil el guaraní?
B. Nahãniri. Pero xé ai-kò va.ekué Méhico-pe seis meses. — No, pero yo viví seis meses en México.

18

A. Ndˆa-vy'aˆi ai-ko vo. — Ando triste.
B. Mba'éˆpa o-jehú ndé-ve? — Qué te pasa?
A. La gente kuéra o-ñe'ẽ pya'e-tereí. — Las personas hablan demasiado rápido.
B. Upé ixa rõ re-hendù pya'e-vé-nte va.erã. — Si es así, solamente debes escuchar más rápido.

19

A. Mba'é ixaˆpa re-ñe-ñandú? — Cómo te sientes?
B. Mba'é? Ikatúˆpa er-e mĩ jevý? — Cómo? Puedes decirlo otra vez?
A. Ha-'é mba'é ixaˆpa re-ñe-ñandú? — Digo cómo te sientes?
B. Ikatúˆpa er-emĩ jevý mbegue mi-vé? — Puede repetirlo un poco mas lento?

20

A. Ña-ñe'ẽ guaraní — Hablemos guarani.
B. Ña-ñe'ẽ, pero anĩ re-ñe'ẽ pya'e-tereí ti. — Hablamos lo, pero no hables muy rápido.
A. Ro-ñe'ẽ mbegue, ndé neˆre-aprendé moˆ'ãˆi araka'evé. — Si hablamos lentamente, tu no aprenderás nunca.
B. Xé a-ha-sé óga-pe ko'ãga. — Yo quiero irme a casa ahora.

21

A.	Mba'é reˆpa neˆre-ne'èˆi inglés-pe?	Por qué no hablas inglés?
B.	Peë ndˆpei-kotevêˆi pe-ñe'ë inglés sino guaraní.	Vds. no necesitan hablar inglés sino guaraní.
A.	Ya ore-kane'õ ma.	Ya estamos cansados.
B.	Ndaˆupé ixaˆi. Xé naˆxe-kane'õˆiri. Xé a-hendu-sé guaraní.	No es así. Yo no estoy cansado. Yo quiero escuchar guaraní.

22

A.	Ko oficina-pe haimeté avavé nˆo-ñe'ë kuaáˆi guaraní.	En ésta oficina casi nadie habla guaraní.
B.	Pero entero-vé va o-studiá hína ko'ãga rupi.	Pero todos lo están estudiando por ahora.
A.	I-porã-ité va.erã ningo la entero-vé o-ñe'ë-kuaá rõ la guaraní.	Sería bueno que todos supieran hablar guaraní.

23

A.	Oi-kuaáˆpa ha'e kuéra la héra?	Saben ellos su nombre?
B.	Xe-ve rõ guarã, nahãniri.	Creo que no.
A.	Ha ndéˆpa rei-kuaáˆpa?	Y Vd. lo sabe?
B.	Ai-kuaá porã.	Lo sé muy bién.

24

A.	Mba'é ixa o-je-'é agua guaraní-me?	Cómo se dice 'agua' en guaraní?
B.	Ndaˆxe-mandu'áˆi mba'é ixa o-je-'é.	No recuerdo como se dice.
A.	Aváˆpa ikatú ñaneˆpytyvõ?	Quien puede ayudarnos?
B.	Ña-porandú Pedro-pe, ha'é ikatú ñaneˆpytyvõ.	Preguntemos a Pedro, él puede ayudarnos.

25

A.	Araka'éˆpa o-ú jevý ta Pedro?	Cuándo volverá Pedro?
B.	Nˆa-hendúˆi. Ikatúˆpa er-e mí jevý?	No lo escuché. Puede repetirlo?
A.	Ikatúˆpa er-e mí xé-ve araka'eˆpa o-ú ta Pedro?	Puede decirme cuándo vendrá Pedro?
B.	Nˆa-ntendéˆi.	No entiendo.

(Travel and Getting Directions)

1

A. Moõ^pa oi-mẽ la xe-vosá? — Dónde está mi bolsa?
B. Na á-pe hĩna. — Aquí está.
A. Ha la xe-portafolio? — Y mi portafolio?
B. Na amõ hĩna. — Allá está.

2

A. Regue-rekõ ma^pa la nde-valiha kuéra? — Ya tienes todas tus valijas?
B. Peteĩ va a-rekó xe-ndivé. — Tengo conmigo una de ellas.
A. Ha moõ^pa oi-mẽ la otra kuéra? — Y dónde están las otras?
B. Oi-mẽ gueteri hyepý-pe. — Están aún adentro.

3

A. Ikatú^pa xe^pytỹvo mĩ? — Puede ayudarme?
B. A-ĩ ne-órden-pe x-amigo. — A sus órdenes, mi amigo.
A. A-ha-sé ningo Paraguaý-pe. — Quiero irme a Asunción.
B. Amõ esquina-pe re-jagarrà va.erã la camión. — En aquella esquina debes tomar el omnibus.

4

A. Mba'e hora-ité^pa o-sẽ la tren? — A qué hora parte el tren?
B. Ãga dies mihutó-pe. — Dentro de diéz minutos.
A. Moý^pa o-sẽ Encarnaciòn-peve? — Cuánto cuesta hasta Encarnación?
B. O-hupytý 500 guaranĩ — Alcanza 500 guaranies.

5

A. Mboy^pa o-hupyty peteĩ pasahe Villarrica-pe? — Cuánto cuesta un pasaje hasta Villarrica?
B. O-sẽ 600 guaranĩ ida y vuelta. — Sale 600 guaranies ida y vuelta.
A. Mba'e hora^pa o-sẽ otro micro? — A qué hora sale otro micro?
B. O-sẽ la seis. — Sale a las seis.

6

A. Moý^pa o-valé la pasaje? — Cuánto cuesta el pasaje?
B. Siete guaranĩ. — Siete guaraníes.
A. A-me'ẽ va.erã^pa ndéve la plata? — Debo darle a Ud. el dinero?
B. Nahãniri. E-me'ẽ guarda-pe. — No, déselo al guarda.

7

A. O-hó^pa ko camión centro-pe? — Va este omnibus al centro?
B. Hẽe. Moõ^pa re-ho-sé? — Sí, donde quiere ir?
A. A-ha-sé hotel Yguasú-pe. — Quiero ir al Hotel Iguasu.
B. Re-ho porã hĩna kóva-pe upéixarõ. — Si es así, Ud. va bien.

8

A. Ko'á-pe^pa la a-guejý va.erã? — Es aquí donde debo bajarme?
B. Nahãniri. Ãga otro o-pará-pe. — No, la proxima vez que pare.
A. Ikatú^pa a-jagarrá upé-pe peteĩ taxi? — Puedo tomar allí un taxi?
B. Hẽe. Upè-pe-té voí o-pytá peteĩ parada de taxi. — Sí, allí mismo hay una parada de taxi.

(Travel and Getting Directions)

9

A. Moõ^pa re-hó reîna? — Adónde vas?
B. Hotel-pe. — Al hotel.
A. Re-hó ta^pa kamión-pe tẽra taxi-pe. — Irás en omnibus o taxi?
B. A lo mejor taxi-pe, ikatú rõ a-conseguí peteî. — Posiblemente en taxi, si puedo encontrar uno.

10

A. I-jára ma^pa ko taxi? — Ya tiene dueño este taxi?
B. Nahãniri. Moõ^pa re-ho-sé? — No. Adónde quiere ir?
A. A-ha-sé consulado americano-pe. — Quiero ir al consulado americano.
B. O-î ma. Xé ai-kuaà porã moõ^pa o-pytá. — Muy bién. Yo sé bién donde está.

11

A. Mboý^pa o-hupytý? — Cuánto alcanza?
B. Noventa guaranî. — Noventa guaranies.
A. Na á-pe, ha e-ñongatu ne-ma'erã la vuelto. — Sírvase y guárdese el vuelto.
B. Gracias — Gracias.

12

A. O-kỹ hata-vé ko'ãga. — Ahora llueve mas fuerte.
B. Ja-jagarrà va.erã mo'ã peteî taxi. — Deberíamos tomar un taxi.
A. Añete er-é. — Tienes razón.
B. Ko'ãga ja-hexá ikatú^pa ja-juhu peteî. — Ahora veamos si podemos encontrar uno.

13

A. Mba'e hora-ité-pe^pa o-sè la tren? — A qué hora parte el tren?
B. Ãga dies minuto-pe. — Dentro de dies minutos.
A. Ikatú ta^pa a-karu'ï mî jepé? — Puedo comer antes?
B. Xe-ve rõ gùarã nahaniri. — Creo que no.

14

A. Moõ^pa re-jo-topà va.erã la ne-amigo kuéra ndi? — Dónde debes encontrarte con tus amigos?
B. A-jo-topà va.erã he-ndive kuéra aeropuerto-pe — Debemos encontrarnos en el aeropuerto.
A. Araka'e-té^pa o-gùahè ta hikuái — Cuándo llegarán?
B. Ne'îra gueteri ai-kuaá. — No lo sé aún.

15

A. Araka'é^pa re-jo-topà va.erã la ne-amigo kuéra ndi? — Cuándo debes encontrarte con tus amigos?
B. Ro-jo-topà va.erã ko'ẽro pyharé la ocho. — Debemos encontrarnos mañana por la noche a las ocho.
A. Mba'é ixa^pa o-ú hîna hikuái? — Cómo están viniendo?
B. Avión rupi. — Por avión.

16

A. Moõ^pa ikatú a-juhú peteĩ hotel porã ko pueblo-pe?	Dónde puedo encontrar un buen hotel en este pueblo?
B. Hotel Florida i-porã	El hotel Florida es bueno.
A. Mombyrý^pa a gui?	Está lejos de aquí?
B. Nahãniri. Re-guatà va.erã á-pe derecho cuatro cuadra.	No. Debes caminar aquí derecho cuatro cuadras.

17

A. Moõ^pa pe-ĩ pe-ĩna?	Dónde están quedando?
B. Peteĩ hotel nde-porã va-pe.	En un buen hotel.
A. Mba'é ixa^pa héra la hotel?	Cómo se llama el hotel?
B. Hotel Plaza.	Hotel Plaza.

18

A. Mboý^pa pende-aré ta ko'á-pe?	Cuánto tiempo se quedarán aquí?
B. Ore-aré ta quince diá rupi.	Quince dias más o menos.
A. Moõ^pa pe-pytá ta?	Y dónde estarán?
B. Ro-pytá ta peteĩ hotel-pe centro-pe.	En un hotel del centro.

19

A. Ikatú^pa er-e mĩ xé-ve moõ^pa o-pytá peteĩ hotel?	Puede decirme donde queda un hotel?
B. O-ĩ peteĩ calle Colon-pe.	Hay uno en la calle Colon.
A. Moõ^pa upeva?	Dónda está eso?
B. O-pytá amõva amõ calle derecho.	En aquella calle derecho.

20

A. Ikatú^pa er-e mĩ xé-ve moõ^pa o-pytá peteĩ hotel?	Puede decirme dónde queda un hotel?
B. O-ĩ peteĩ una cuadra ko'á gui.	Hay uno a una cuadra de aquí.
A. O-pytá^pa ko'á goto tẽra amõ gõto	Está hacia allí o allá?
B. Ko'a goto. Derecho ko'á re-ĩ há gui.	Hacia allá. Derecho aquí desde donde está Vd.

21

A. A-ha-sé Hotel Paraguái-pe.	Quiero ir al Hotel Paraguay.
B. Re-rekó^pa peteĩ mapa?	Tiene un mapa?
A. Hẽe, a-rekó.	Sí tengo.
B. Upé hotel o-pytá ko'á-pe kóva ko esquina-pe.	Ese hotel queda aquí en esta esquina.

22

A. Buen diá. A-kañý ningo a-ĩna. Ikatú^pa xe^pytỹvo mĩ?	Buenos días. Estoy perdido. Puede ayudar me?
B. Moõ^pa rei-ko'?	Dónde vive?
A. Ai-kó Hotel Yguasú-pe.	Vivo en el Hotel Iguasú.

23

A. Moõ^pa o-pytá Aerolineas Argentina?	Dónde está Aerolineas Argentina?
B. O-pyta amõ Plaza Independencia yké re.	Queda cerca de la Plaza Independencia.
A. Mombyry^pa ko'á gui?	Está lejos de aquí?
B. O-pytá un kilómetro rupi, hi'ã xé-ve.	Queda como un kilómetro, creo.

24

A. Moõ^pa o-pytá correo?	Dónde queda el correo?
B. Tres cuadra ko'á gui	Tres cuadra de aquí
A. Moõ-ité?	Dónde mismo?
B. Tres cuadra á-pe derecho.	Tres cuadras derecho.

25

A. Moõ^pa o-pytá aeropuerto?	Dónde queda el aeropuerto?
B. Amõ kuarahy-resẽ g̃oto.	Hacia el este.
A. Mba'e tapé^pa la i-põra-vé va a-g̃uahẽ hag̃uã?	Cuáles el mejor camino para llegar allí?
B. Te-re-hó Avenida Mariscal Lopez derecho.	Vaya la Avenida Mariscal Lopez derecho.

26

A. Mba'e calle-pe^pa o-pytá mercado 4?	En qué calle está el mercado 4?
B. Xé nd^ai-kuaá^i.	Yo no lo sé.
A. Mba'é ixa^pa ikatú a-juhú?	Cómo puedo encontrarlo?
B. Mba'é re^piko ne^re-porandú^i peteĩ policía-pe?	Por qué no pregunta a un policia?

27

A. Moõ^pa o-ĩ peteĩ teléfono hi'ã-g̃ui-vé va ko'á gui	Dónde queda el teléfono mas cercano.
B. O-ĩ peteĩ amõ almacen-pe.	Hay uno en aquel almacen.
A. Amõ i-muralla sa'yjú va-pe^pa?	En aquella de muralla amarilla.
B. Hẽe, upè-pe-té.	Sí, allí.

28

A. Mba'é^pa rei-potá?	Qué desea?
B. Ikatú^pa xe^pytyvõ mĩ	Puede ayudarme?
A. E'á, mba'é^pa la o-ĩ va?	Sí, qué pasa?
B. Mba'é ixa^pa ikatú a-g̃uahẽ kóva ko dirección-pe?	Cómo puedo llegar a ésta dirección?
A. Ãn, sinceramente, nd^ai-kuaa^i, x-amigo.	Sinceramente no lo sé, mi amigo.

29

A. Mba'é ixa^pa i-katú a-g̃uahẽ kóva ko dirección-pe?	Cómo puedo llegar a esta dirección?
B. Ikatú re-jagarrá peteĩ taxi.	Puede tomar un taxi.
A. Nda^ipori ko'á-pe. Mba'é^pa ikatú aj-apó?	Aquí no hay. Qué puedo hacer?
B. Ikatú re-hó micro-pe, hasỳ mi-vé-nte la i-topá.	Puede ir en micro, aunque es un poco mas difícil encontrarlo.

30

A. Kóva^pa la tapé o-hó va correo-pe?	Es este el camino que va al correo?
B. Nahãniri. Re-nò vaí re-ĩna.	No. Vd. está yendo mal.
A. Moõ rupi^pa a-hà varã entonce rõ?	Por dónde pues debo ir?
B. Pe goto, seis cuadra rupi.	Por allí, como seis cuadra.

31

A. Moõ^pa o-pytá Cuerpo de Paz oficina? Dónde queda la oficina del Cuerpo de Paz?

B. O-pytá calle españa haimetẽ Brazil-pe. En la calle España, casi Brazil.

A. A-agradecé ndé-ve, karaí Gracias, señor.

B. Nda^ipori mba'é re^pa. No tiene porque.

32

A. Ikatú^pa er-e mĩ xé-ve moõ^pa o-pytá puerto. Puede decirme dónde está el puerto?

B. Hẽe. Re-hexá^pa amõ tupao amõ calle yvý goto? Sí. Ves aquella capilla calle abajo?

A. Mba'é gui^piko nd^a-hexà mo'ã^i ko ij-yvate-té va. Cómo no, si es tan alta.

B. Te-re-hó upè pevé, e-jere nde-asú goto, ha e-guatá 10 cuadra. Vaya hasta allí, doble a la izquierda y camine 10 cuadras.

33

A. Moõ^pa o-pytá micro 33 para? Dónde está la parada del micro 33?

B. E-jeré pe esquina-pe ha e-guatá derecho 5 cuadra. Doble en esa esquina y camine derecho 5 cuadras.

A. Ikatú^pa er-e mĩ jevý xé-ve? Puede repetírmelo?

B. Mba'é gui^piko. Con mucho gusto.

34

A. Mba'é ixa^pa ikatú a-ğuahẽ centro-pe? Cómo puedo llegar al centro?

B. E-jagarrá pe esquina-pe peteĩ micro. Tome en esa esquina un micro.

A. Rei-kuaá^pa mba'é linea^pa a-jagarrã va.erã? Sabe que linea debo tomar?

B. E-jagarra linea 4. Tome la linea 4.

35

A. Ndẽ mitã, ej-u mĩ ko'á-pe. Niño, ven aquí.

B. Mba'é-pe^pa ikatú ro^serví, karaí? En qué puedo servirle, señor?

A. Er-e mĩ xé-ve moõ^pa o-pytá Tienda Napoleón. Díme un poco dónde está la Tienda Napoleón.

B. O-pytá rùta ári. Está sobre la carretera.

36

A. Re-hó ta^pa la cena há-pe? Irás a la recepción?

B. A-há ta. Iré.

A. O-hó ta^pa aveí ne-rembi-rekó? Irá también tu esposa?

B. Ha'é nd^o.ho mo'ã^i. Hasý katú hĩna. Ella no irá. Está algo enferma.

37

A. Xé a-há kuri centro-pe la doce rupi. Yo fuí al centro mas o menos a las 12.

B. Ha xé ningo a-ĩ aveí kuri hĩna upe-pe ha ndo^ro^hexa^i. Yo también estaba allí y no te ví.

A. Pero xé a-sẽ kuri aj-ú, hi'ã xé-ve, pe la una rupi. Pero yo volví creo que a la 1.

B. Upé ixa rõ, ja-juavy'i mĩ ra.e. Si es así, nos hemos desencontrado por poco.

(Working, Shopping, and Money Matters)

1

A. Ai-kotevẽ mil guaraní.	Necesito mil guaranies.
B. Ma'erãˆpa rei-kotevè?	Para qué lo necesitas?
A. Ai-kotevẽ a-joguà hãguã tembi-'ú	Lo necesito para comprar comida.
B. O-ĩ ma. Ai-porukã ta ndé-ve.	Muy bién. Te los presto.

2

A. Ikatúˆpa rei-porukã xé-ve plata mĩ pe semana o-ú va pevé?	Puedes prestarme un poco de dinero hasta la próxima semana?
B. Mboýˆpa rei-kotevè?	Cuánto necesitas?
A. Ikatú rè noveciento tèra mil guarani.	Si es posible 900 o mil guaranies.
B. O-ĩ porã, pero xé ai-kotevẽ ta la xe-plata pe semana o-ú va-pe ãguã katu-etoí.	Está bién, pero yo necesitaré mi dinero para la próxima semana sin falta.

3

A. Mboý guaraníˆpa ndé re-rekó?	Cuántos guaranies tienes?
B. Ndaˆhetáˆi.	No mucho.
A. Ikatúˆpa rei-porukã xé-ve?	Puedes prestarme?
B. Ndaˆhetã-itéˆi rò ningo, ikatú ne.	Si no es demasiado, podría.

4

A. Ikatúˆpa rei-porukã xé-ve cién guaraní ko'èro pevé?	Puedes prestarme 100 guaranies hasta mañana?
B. Ikatú ndé re-rekó rõ peteĩ mil vuelto rà.	Pued: si tienes cambio para mil guaranies.
A. Ndˆa-rekóˆi.	No lo tengo.
B. Xé ikatú a-consequí sapy'a-ité-pe.	Yo puedo conseguirlo en un momento.

5

A. Ha'e-té ku re-je-py'apý va. Mba'éˆ iko o-jehú ndé-ve?	Pareces preocupado. Qué te pasa?
B. Hi'à xé-ve ai-tý xe-plata.	Creo que perdí mi dinero.
A. Hmm. Upéva la nde-py'apý va hĩna ra.e.	Ah, y eso es lo que te está preocupando.
B. Mba'é reˆpiko a-je-py'apý ta, la plata re ndˆa-je-py'apyˆˆiri rò.	Y por qué habría de preocuparme si no me preocupo por dinero.

6

A. A-hà va.erà mercado-pe.	Debo ir al mercado.
B. Rei-kuaáˆpa mba'èmba'éˆpa la re-joguá ta va?	Sabes que cosas comprarás?
A. Ne'ĩra gueteri. A-joguá rire ai-kuaá ne.	Aún no. Lo sabré despues de comprarlo.
B. Xé-ve ningo ndaˆxeˆgustáˆi la a-há a-joguá mba'evé.	A mí no me gusta comprar.

7

A. A mboý^pa el kilo la nde-papa?
B. A veinte guaranî, karaî
A. Mboý^pa o-hupytý no cuatro kilo y medio?
B. Ja-hexa mî, o-sẽ noventa guaranî

A cuánto está el kilo la papa?
A 20 guaranies, señor.
Cuánto alcanzarían 4 1/2 kilos?
Veamos, sale 90 guaranies.

8

A. Mboý^pa re-jururé pe ropero re?
B. Péva re cinco mil guaranî
A. Nda^hepy-etereî^ri^pa?
B. Nahâniri. Hasý nunga la ré ixa guá ropero re-juhu haguã peva pe precio re.

Cuánto mide por ese ropero?
Por ese 5000 guaranies.
No le parece que es un poco caro?
No. Es un poco difícil encontrar un ropero de este tipo por ese precio.

9

A. Ikatú^pa roi^pytyvõ?
B. Hẽe. Mboý^pa o-valé pe lapisera?
A. Péva tẽra amova?
B. Péva pe hũ va.

Puedo ayudarle?
Sí, cuánto cuesta esa lapicera?
Esa o aquella?
Esa negra.

10

A. Ikatú^pa roi^pytyvõ?
B. Hẽe. A-hexa-se mî ningo camisá, regue-rekó rõ.
A. Cómo no. Nde^gustá^pa morotî va tẽra. . . ?
B. Morotî va ikatú rõ.

Puedo ayudarle?
Sí. Quiero ver camisas, si las tiene.
Cómo no. Le gustan blancos o . . . ?
Blancas si se puede.

11

A. Ikatú^pa xe^pytyvo mî?
B. Mba'é^pa o-je-ofrece mî ndé-ve?
A. A-hexa-se mî ningo amõ machete.
B. Máva-ité va^pa?

Puede ayudarme?
Qué se le ofrece?
Quisiera ver aquel machete.
Cuál exactamente?

12

A. Ikatú^pa roi^pytyvõ?
B. Gracias. A-maña mî-nte a-îna. Ya a-há ma.
A. Nde^gusta há ixa. E-maña mî katu.

Puedo ayudarle?
Gracias. Solamente estoy mirando. Ya me voy.
Como guste. Mire no más.

13

A. Màva-ité va mercado-pe^pa re-ho ra.e kuehé?
B. A-há kuri Pettirosi-pe.
A. O-î^pa ra.e hetá mba'é hexapyrã?
B. O-î hetá mba'é, pero hepy-itereî.

A cuál de los mercados fuiste ayer?
Fuí a Pettirosi.
Había muchas cosas dignas de verse?
Muchas, pero muy caras.

14

A. Màva-ité va^pa re-joguá ta?	Cuál comprará Vd.?
B. Nd^ai-kuaá^i. Xe^gustá pe morotî va ha pe hový va.	No sé. Me gusta ese blanco y el azul.
A. Rei-potá^pa roi^pytyvõ?	Quiere que le ayude?
B. A-agradecé ta ndé-ve.	Se lo agradeceré.

15

A. Mba'é, nde^gustá^pa la nde-róga pyahũ?	Y te gusta tu nueva casa?
B. Nda^xe^gusta-pá^i. Hakù-etereî.	No me gusta del todo. Es muy caluroso.
A. Tuixa^pa la i-korapý?	Tiene un patio grande?
B. Nahániri, mixi ha i-però aveî.	No, es pequeño y a la vez no tiene nada. (es calvo)

16

A. A-vy'á ai-kuaá vo re-juhu hagué travajo.	Me alegro de saber que has encontrado trabajo.
B. Xe-suerte gui reî a-juhú pya'é.	Por pura suerte lo encontré rápido.
A. Ci-mẽ va.erã ningo re-ñepỹru-sé ma.	Seguramente ya quieres comenzar.
B. Hẽe, haimeté ma nd^ikatu-vé^i a-ha'arõ.	Sí, casi ya no puedo esperar.

17

A. Angè pyharé a-mba.apó kuri pyhare pyte peve.	Anoche trabajé hasta la media nocne.
B. Rej-apo-pá ne ma^pa la ne-rembi-aporã ko'ẽro pyharé guarã?	Terminarías todo tu trabajo para mañana por la noche?
A. Xé-ve rõ guará aj-apo-pá ma ne voî-ete-vé.	Pienso que lo terminaré antes.
B. I-porâ la upé ixa rõ, pero rei-kotevè rõ, xé ikatú roi^pytyvõ.	Está bién así, pero si lo precisas, yo puedo ayudarte.

18

A. Mba'é ixa^pa re-consequí ra.e ko travajo?	Cómo lograste este trabajo?
B. A-ñe'è don José ndi.	Hablé con don José.
A. Mba'é^piko ha'é á-pe?	Qué es él aquí?
B. Capataz general, ha la patron ra'ỹ o-je-gustá i-tajyra re.	Capataz general, y ademas el hijo del patron es el pretendiente de su hija.

19

A. Xé nd^a-mba.apo-se-vé^i ma ko'á-pe.	Ya no quiero trabajar aquí.
B. Mba'é re^piko?	Por qué razon?
A. O-paga'î-etereî hikuái.	Pagan demasiado poco.
B. Aheté er-é, pero moõ^piko re-mba.apó ta la á-pe ne^re-mba.apó^i rè?	Es verdad, pero dónde podrás trabajar si no trabajas aquí?

20

A. Moõ^pa re-mba.apó rei-kó vo? — Dónde estás trabajando?
B. Ha don Arce kokué-pe. — En la chacra del señor Arce.
A. O-pagà porã^pa ndé-ve? — Te paga bién?
B. Nahãniri, pero n^a-mba.apó ponŷi^ri. — No, pero no trabajo duramente.

21

A. Fávrica ndaje o-pòi-pá ta entero gui. — Dicen que la fábrica desempleará todos.
B. Mba'é re^piko? — Por qué?
A. Nd^ai-kuaà porà^i. Pero o-je-'é ningo aipó ogue-rú ta há hikuái peteĩ máquina pyahu. — No lo sé bién. Pero se dice que traerán una máquina nueva.
B. A-ntendé ma, peteĩ máquina o-mba.apo pya'e-vé va ñande-hegui. — Ya entiendo, una máquina que trabaja mas rápido que nosotros.

22

A. Mba'é^pa la porte ko'a rupi? — Cómo está la situación por aquí?
B. Na^i-pòra-mbá^i. Sa'í nunga la travajo. — No todo está bién. Escasea el trabajo.
A. Ha Dr. Flores^piko n^o-mè'e-vé^i la travajo? — Y el Dr. Flores no da mas trabajo?
B. Nahãniri. Ogue-rú peteĩ máquina o-mba.apó va cuarenta rangué. — No. Ha traido una máquina que suple a cuarenta.

23

A. Xe-kane'õ ma la silla-apó gui. — Estoy cansado de hacer sillas.
B. Mba'é re^pa ne^re-mba.apó^iri alvañilería-pe? — Por qué no trabajas en la alvañilería?
A. O-ñe-gana'í gui carpintería-pe ixa. — Porque se gana poco como en la carpintería.
B. Mba'e-té ma! Re-mba.apò porã la carpintería-pe ha na^nde^gustá^i. — Qué cosa! Eres un buen carpintero y no te gusta.

24

A. Máva^pa o-me'ẽ ndé-ve la plata? — Quién te da el dinero?
B. Xe-ru. — Mi padre.
A. Ha mba'é-pe^pa re-gasta-pá? — Y en qué lo gastas todo?
B. A-joguá livro ha a-farreá — Compro libros y me divierto.

25

A. Ndé^pa re-mba.apó domingokué? — Trabaja Vd. los domingos?
B. Nahãniri, ko-kuehé-nte. — No, solamente aquella vez.
A. Ha sávadokué^pa re-mba.apó? — Y trabajas los sábados?
B. Hẽe, pero pyharevekué-nte. — Sí, pero solamente por la mañana.

26

A. Re-nó^pa ra.e re-mba.apó este diá? — Fuiste a trabajar hoy?
B. Nahãniri, nd^a-há^i. — No, no fuí.
A. Mba'é^pa o-jehŭ ra.e ndé-ve? — Qué te pasó?
B. N^a-ñe-ñandu porã^i kuri. — No me sentía bién.

27

A. Mba'e hora^pa o-ñe-mbotý la tienda kuéra?	A qué hora cierran las tiendas)
B. Pe la seis rupi haimeté opá tienda ma o-ñe-mboty.	A las 6 casi todas están cerradas.
A. Ñane-tiempo ne^pa gueteri ja-há hag̃uã ña-ñemú?	Tendríamos tiempo aún para ir de compras?
B. Ñane-tiempo gueteri. Ko'ãg̃a la cinco ramo.	Tenemos tiempo aún. Ahora son las cinco recién.

28

A. Mba'é^pa rej-apó ra.e re-ĩna mercado-pe?	Qué estabas haciendo en el mercado?
B. A-joguá kuri a-ina peteĩ karamegua'í.	Estaba comprando una valija pequeña.
A. A-hexá aveí kuri Pedro-pe. Mba'é^iko o-joguá ha'é	Ví también a Pedro. Qué compro él.
B. O-heka kuri hina i-sacora	Estaba buscando un saco.

29

A. Moõ^pa re-hó ta re-ñemũ?	Dónde irás de compra ?
B. Tapiá ixa, a-nepyrũ ta Pettirossi-pe.	Como siempre comenzaré en Pettirossi.
A. Hetá mba'é porã^pa o-ĩ ko'ag̃a upé-pe?	Tienen allí ahora muchas cosas buenas?
B. Ogue-rekó hetá mba'é porã, ha ni'ári varato aveí	Tienen muchas cosas buenas, y ademas son baratos.

30

A. Kóva ko portafolio o-valé Gs. 800.	Este portafolio cuesta Gs. 800.
B. O-ĩ porã. Ague-rahá ta péva.	Está bién. Llevaré esa.
A. Mba'é^pa rei-pota-vé upéi.	Qué quiere además?
B. Xé-ve rõ g̃uarã upéva-nte ma.	Creo que solamente eso.

31

A. Re-pintá ta^pa la nde-róga ag̃a sávado?	Pintarás tu casa el sábado?
B. Hèe, a-topá rõ xe^pytỳvo-sé va.	Sí, si encuentro quien quiere ayudarme.
A. Xé ikatú roi^pytyvo pyharevekué.	Yo puedo ayudarte durante la mañana.
B. A-agradecé ta ningo ndé-ve	Te agradeceré.

32

A. Juan oi-kó o-heká hina i-travajorã, ajé^pa?	Juan está buscando trabajo, verdad?
B. Hèe, o-heká hina.	Sí, lo está buscando.
A. Ha ne'ĩra^pa o-topá?	Y todavía no lo encontró?
B. Nanãniri gueteri, pero oi-mẽ varã o-topà potá ma.	Todavía no, pero ya debe estar por encontrar.

33

A. I-vaí ndáje la porte Lucio ndi.	Dicen que la situación de Lucio es mala.
B. Mba'é^iko o-jehú xu-pe?	Qué es lo que le pasa?
A. O-ñe-mose i-travajo ná gui.	Ha sido expulsado de su trabajo.
B. Mba'e té ma la o-jehú va xu-pe!	Qué cosa le pasa!

34

A. Ne'ĩra^pa oj-apo-pá la hembi-apó?	Todavía no ha terminado su labor?
B. Hi'ã xé-ve nahãniri gueteri.	Creo que no todavía.
A. Ha ha'è kuéra^pa oi-mo'ã ñandé jaj-apo-pá ta há.	Y ellos creen que nosotros lo terminaremos?
B. Mba'é ixa ta mo ra.e nahãniri!	Ojalá que no!

35

A. Ha'è kuéra na^hembi-apo-itè mo'ã^i, pero ñandé . . .	Ellos no estarán muy ocupados, pero nosotros . . .
B. Xé hetá ta rembi-aporã, pero xe-hermano nahãniri.	Yo tendré mucho que hacer, pero mi hermano no.
A. Ñandé nd^ikatu mo'ã^i ja-há, pero ha'è kuéra ikatú ta.	Nosotros no podremos ir, pero ellos si podrán.

36

A. La xe-amigo kuéra n^o-mba.apó pohýi^ri.	Mis amigos no trabajan duramente.
B. Ha ndé?	Y Vd.?
A. Xé katú a-mba.apó pohýi.	Yo si trabajo duramente.
B. Xé nahãniri. Xé-ve nda^xe^gustá^i la travajo.	Yo no. A mí no me gusta el trabajo.

37

A. Mba'é^pa oj-apó hĩna hikuái?	Qué están haciendo?
B. Moð^pa jai-kuaa-pá ta?	Quién sabe?
A. Araka'é^pa oj-apo-pá ta?	Cuándo lo terminará?
B. Nd^ai-kuaá^i-eté.	No lo sé de ninguna manera.

(Doing and Making Things -- Earning)

38. Ko'ẽro a-mba.apó hetá ta.	Mañana trabajarémos mucho.
39. Tekotevẽ ñandé-patron-pe ja-'é t-o-paga-vé mba'é ñandé-ve.	Tenemos que decirle a nuestro patron que nos pague más.
40. Ko'ẽro ngo ja-trosá porã mba'è va.erã mo'ã ja-rekuperà haĝuã jevý la este diá ña-ñamba'apo'ỹ va.ekue.	Mañana vamos a cortar bien para recuperar otra vez siendo que éste día no trabajamos.
41. Cien guaranĩ ngo a-me'ẽ ndé-ve kurĩ.	Cién guaranies le dí a Ud.
42. No, mba'é ne^re-me'ẽ^i ngo xé-ve.	No, que no me diste a mi.
43. Xé katu ko no^ro^mbotavý^i.	Listen I wouldn't deceive you.

(Agriculture)

1.	Don Julian o-hó o-ka'apí vo i-kokué-pe.	Don Julian va a su chacra a carpir.
2.	Kuehé a-kopí xe-korapý.	Ayer corté pasto con el machete en mi patio.
3.	Tekotevẽ a-mbopotî pe xe-takuare'è ndý.	Es necesario que limpie mi cañaveral.
4.	Ko año-pe a-ñotỳ kumandá.	Este año planto poroto.
5.	Hasõ la ore-lechera humby-pe.	Nuestra lechera tiene agusanada la nalga.
6.	Xe-ména o-ñamî̀-kuaá opá ixa guá vacá.	Mi esposo sabe ordeñar todo tipo de vaca.
7.	Pe cavajú péva i-ñakuã hĩna.	Ese caballo es muy veloz.
8.	Hetá ma a-ñotỹ la avatí ha ndaˆ̃hokyˆi xé-ve.	Mucho ya he sembrado maiz y no me crece.
9.	Ãnga a-covrá vove a-jogua ta xe-aradorã.	Cuando cobre comprare un arado.
10.	A vende-sé mandi'o ai-kó vo.	Ando con ganas de vender mandioca.
11.	Aré ma ndˆa-ñemîty-véˆi sogue gui.	Hace tiempo que no cultivo a causa de mi pobreza.
12.	Ndˆo-kyˆi rõ ko'ẽro i-pỹrupá ta la xe-jetytý.	Si no llueve mañana se me secará mi batata.
13.	Ko'ẽro a-hà va.erã ai-piró takuare'è.	Mañana debo ir a cosechar caña de azucar.
14.	Hi'à nte xé-ve a-conseguí la crédito a-ñemitỳ haguá.	Es mi deseo conseguir crédito para cultivar. (sembrar)
15.	La yvý ndaˆiñ-avonoˆi va ndˆo-vale-véˆi ma.	La tierra sin abono ya no tiene valor.
16.	Ko'ãga ja-ará ta ma tractõr-pe la ñande-kokué.	Ahora ya araremos con tractores nuestras granjas.
17.	Tekotevẽ ja-estudiá la agronomía.	Es necesario que estudiemos la agronomia.
18.	Aj-apó petei canaleta a-rregá haguã xe-kokué.	Hago una canaleta para regar mi sembradio.
19.	Ko'á-pe hokỳ porã opá ixa guá yvá.	Aquí crece bien todo tipo de fruta.
20.	A-moî ta xe-roga-pe peteî verdulería.	Pondre en mi casa una verdulería.
21.	A-alambre-sé ko xe-korapý.	Quiero alambrar mi patio.
22.	Kavará ho'u-pá la ñotỳ va guive.	La cabra come todo lo que planto.
23.	Hetà-itereî la tukú xe-kokué-pe.	Hay demasiado la ngostas en mi chacra.
24.	Hepý ta ndajé la greifo ko'ãga.	Dicen que costará bastantes los frutos del pomelo ahora.
25.	Hetá tractor ñai-koteve ko Paraguái-pe.	Muchos tractores se necesita en el Paraguay.

26.	O-ñotỹ rosa i-jardín-pe.	Plata rosas en su jardín.
27.	Hetá ma hi'á ko naranja mata.	Ya ha tenido mucho fruto este naranjo.
28.	I-piru-pá la ore-mandi'o porque ndˆo-ky-véˆi.	Se secan nuestra mandiocas por no llueve más.
29.	Barato-ité asy o-joguá la i-kokué rã.	Bien barato compró para su chacra.
30.	Hepý la avono ndˆikatu mo'ãˆi ja-joguá.	Es caro el abono, no podremos comprar.

(Routine and Non-Routine Activities)

1

A. Mba'e horaˆpa ndé re-pu'ã?	A qué hora se levanta Vd.?
B. La siete y media rupi.	A las siete y media, más o menos.
A. Mba'e horaˆpa o-ñe-moî la rambosa gua nde-roga-pe?	A qué hora está listo el desayuno en su casa?
B. Katu-eteî o-î jepi la ocho rupi.	Siempre a las ocho, más o menos.

2

A. Mba'éˆpa rej-apó jepi ka'arukué?	Qué sueles hacer por las tardes?
B. A-studiá tèra a-lee.	Estudio o leo.
A. ha mba'éˆpa rej-apó semana-pa há rupi?	Y qué haces los fines de semana?
B. A-hugá oi-mè raè va mba'e ha a-sè a-ñandú xe-amigo kuéra-pe.	Juego cualquier deporte y voy a visitar a mis amigos.

3

A. Ndéˆpa re-hexa py'ỹi televisión?	Mira Vi. a menudo la televisión?
B. Sapy'ami mî pyharekué a-hexá jepi.	De vez en cuando por la noche acostumbro a mirarla.
A. Angè pyharéˆpa re-hexá ra.e?	La miró anoche?
B. Hèe, ha i-porãngue-té avé. Ha ndé?	Sí, y de lo mejor. Y Vd.?
A. Xé aveî. Pero haimete ndˆikatûˆi voî a-hexá mitã kuéra gui.	Yo también. Pero casi no pude mirarla de los niños.

4

A. Ndéˆpa re-hendú jepi radio?	Acostumbra a oir el radio?
B. Hèe, haimete cada pyharé a-hendú.	Sí, casi cada noche.
A. Mba'éˆpa la re-hendu-se vé va?	Y qué es lo que más le gusta oir?
B. Ku cómico oi-ké va la ocho, ha umî conjunto oi-ké va la nueve.	Al cómico que entra a las ocho y un conjunto musical a las nueve.

5

A. Mba'e horaˆpa re-karu ra.e este diá?	A qué hora comiste hoy?
B. A-karú kuri la doce rupi.	Comí como a las doce.
A. Ha moõˆpa re-karú ra.e?	Y donde comiste?
B. Óga-pe-nte.	En casa no más.

6

A. Mba'é, pe-vy'áˆpa ra.e kuene la jeroky há-pe?	Se divirtió ayer en el baile?
B. Retã ro-vy'á.	Nos divertimos muchísimo.
A. Fiesta nde-porã va, añeté há-pe.	Fué una hermosa fiesta en realidad.
B. Tekotevè jague-rekò jevý otra pe ixa guá ko'èramo-ité.	Es necesario que volvamos a tener otra así, pronto.

7

A. Re-mba.apóˆpa ra.e nde-roga-pe angè pyharé?	Trabajo en su casa anoche?
B. Hèe, a-johei tembi-purú ha a-mopotî óga.	Sí, lavé los cubiertos y limpié la casa.
A. Ha mba'éˆpa rej-apo-vé upéi?	Y qué más hizo despues?
B. A-hendú radio sapy'a mî.	Escuché el radio por un momento.

8

A. Moõ^pa pe-hó ra.e? — A dónde fueron?
B. Ro-ho peteĩ y rembe'ý nde-porã va-pe. — Fuimos a una hermosa playa.
A. Pe-ytá hetá^pa ra.e? — Nadaron mucho?
B. Hẽe, pero hembe'y-te mĩ rupi-nte. — Sí, pero por la orillita, no más.

9

A. Moõ^pa re-hó ra.e re-karú rire? — Dónde fuiste despues de comer?
B. A-há kuri mercado-pe. — Fuí al mercado.
A. Moõ-ite guá mercado-pe^pa re-hó ra.e? — A cuál de los mercados fuiste?
B. Mercado cuatro-pe. — Al mercado 4.

10

A. Mba'é^pa rej-apó ra.e angè pyharé? — Qué hizo Vd. anoche?
B. A-nexá televisión. — Miré la televisión.
A. Moõ^pa re-hexá ra.e? — Dónde la miró?
B. Xe-vecino róga-pe. — En la casa de mi vecino.

11

A. Ro-hó kuri cine há-pe kuehembué pyharé — Ante anoche fuimos al cine.
B. Mba'é^pa pe-hexá ra.e? — Qué vieron?
A. Peteĩ película indio kuéra reheguá. — Una película sobre indios.
B. Na^ne^mbokane'õ^i gueteri^piko la película pe ixa guá meme? — Aún no les han cansado las mismas películas siempre?

12

A. Moõ^pa re-ĩ ra.e hĩna? — Dónde estuviste?
B. A-ĩ kuri hĩna cine há-pe. — Estuve en el cine.
A. Mba'é^pa re-hexá ra.e? — Y que viste?
B. Peteĩ película italiana monda há reheguá. — Una película italiana de ladrones.

13

A. Ja-hexá na televisión sapy'a mĩ. — Miremos la televisión unos momentos.
B. O-ĩ ma, pero e-ha'arõ jaj-apo-pá raẽ la ñande-rembi-apó. — Está bién, más espera que terminemos nuestro trabajo.
A. Anĩ na jaj-apó mba'evé ka'ãg̃a-ité. — No hagamos nada ahora mismo.
B. Xe-ve rõ g̃uarã ndé ate'ỹ mĩ re-ĩna. — Creo que eres bastante perezozo.

14

A. Ja-ha cine há-pe ko pyharé. — Vamos al cine esta noche.
B. O-ĩ ma. Na^xe-rembi-aporã hĩna ko'ãg̃a. — Está bién. No tengo nada que hacer ahora.
A. Mba'é^pa re-hexa-sé? — Qué quieres ver?
B. Na-maña pe diario-pe mba'é^pa he-'í. — Veamos que dice el periódico.

16

A. Moõ^pa re-hó ta ko pyharé?	Dónde irá esta noche?
B. A-há ta peteĩ reunion há-pe.	Iré a una reunión.
O-ñe'ẽ ta peteĩ político.	Hablará un político.
A. Ikatú^pa ro-hó ne-ndivé?	Podemos ir con Vd.?
B. Ikatú. Ja-jo-topa ko'a-pe la ocho.	Claro. Encontrémonos a las ocho.

17

A. Re-ho-sé^pa xe-ndivé centro-pe ko pyharé?	Quiere ir conmígo al centro esta noche?
B. Hèe, a-ha-sé	Sí, quiero ir.
A. Mba'é^pa er-é ja-há rõ la siete rupi?	Que te parece si nos vamos como a las siete?
B. O-ĩ porã.	Está bién.

18

A. Mba'é^pa rej-apó ta ko pyharé?	Qué hara esta noche?
B. Ne'ĩra gueteri ai-kuaá.	No sé todavía.
A. Re-ho-sé ne^pa xe-ndivé cine há-pe ko pyharé?	Le gustaría ir al cine conmigo esta noche?
B. Ikatú^pa ro^henòi aġa upéi tarde-vé na ha-'é nde-ve.	Puedo llarmarle mas tarde y decirselo?

19

A. A-há kuri estación-pe.	Fuí a la estación [de ferrocarriles].
B. Ma.erà^pa re-hó ra.e?	Para que te fuiste?
A. A-ha'aró haġuã peteĩ xe-primo-pe o-ú va Encarnación gui.	Fuí a esperar a un primo mio que venía de Encarnación.

20

A. Pe-ġuahẽ^pa la estación-pe hora-pe?	Llegaron a tiempo en la estación?
B. Hẽe, ro-ġuahẽ, pero haimete no^ro-ġuahẽ^ĩ.	Sí, pero estuvimos a punto de no llegar.
A. Mba'e hora-ité-pe^pa pe-ġuahẽ ra.e?	En que momento llegaron?
B. O-ñepyrũ jave o-mỹi.	Cuando el tren comenzo a moverse.

21

A. O-ġuahẽ^pa ra.e hora-pe la ne-primo?	Llegó a hora tu primo?
B. Nahàniri, o-ja-atrasa una hora rupi.	No, se atrasó como una hora.
A. Pe-jo-topa^pa estación-pe?	Se encontraron en la estación?
B. Hẽe, upe-pe-té.	Sí, allí mismo.

22

A. Mba'é ixa^pa re-ġuahẽ jepi nde-roga-pe?	Cómo sueles llegar a tu casa?
B. A-jagarrá peteĩ micro centro-pe.	Tomo un micro en el centro.
A. Nda^hepy-itereĩ^ri^piko upé ixa rõ	Acaso no te sale muy caro así?
B. Nahãniri. Nda^hepỹ^iri.	No. No es caro.

23

A. Oré roi-kuaa-pá ma ko lección.	Nosotros ya hemos aprendido esta lección.
B. Ha pei-kuaa-pá maʔpa pe kuehe guaré?	Y ya aprendieron la de ayer?
A. Ne'ĩra gueteri. I-puku-etereí.	Aún no. Es muy larga.
B. Ko'ẽro ğuarã ai-potá pei-kuaa-pá	Para mañana quiero que lo sepan todo.

24

A. Xé ndʔa-hexáʔi gueteri upe película.	Yo aún no he visto esa película.
B. Re-hexà va.erã.	Debes verla.
A. A-há ta a-hexá ko'ẽro.	Iré a verla mañana.
B. I-porã va.erà, neʔre-mbyasy mo'ãʔi.	Será bueno, no te arrepentirás.

25

A. Avá ndiʔpa re-hó ta la jeroky há-pe?	Con quien irás al baile?
B. A-há ta María ndi. Ha'é oi-kuaá moõʔpa o-pytá	Iré con María. Ella sabe donde queda.
A. Pero María ningo nʔo-mboguata-kuáʔi coche.	Pero María no sabe manejar coche.
B. Ha'é ningo he-'ĩ xé-ve o-aprendé ramo hagué.	Ella me dijo que acababa de aprenderlo.

26

A. Moõʔpa re-topá ã livro?	Dónde consequiste estos libros?
B. Ai-poru Gonzalez gui.	Los presté de Gonzalez.
A. I-poràʔpa? Mba'e reʔpa o-ñe'ẽ?	Es bueno? De qué tratan?
B. Opà mba'é re.	De muchas cosas.

27

A. Ña-ğuahẽ tarde ta la reunión há-pe.	Llegaremos tarde a la reunión.
B. Mba'e horaʔpa o-ñepyrũ ta?	A qué hora comenzará?
A. O-falta dies minuto o-ñepyrũ haĝua.	Faltan diez minutos para comenzar.
B. E-pena'ỹ, ña-ğuahẽ ta hora-ité-pe.	No te preocupes, llegaremos justo a tiempo.

28

A. Re-leéʔpa hĩna ko revista?	Estás leyendo esta revista?
B. Hẽe, a-leé hĩna, pero a-lee-pá potá ma.	Sí, lo estoy leyendo, pero ya lo estoy por terminar.
A. I-gustoʔpa, tẽraʔpa mba'é?	Qué tal, es bueno?
B. Xé-ve xeʔgustá.	A mí me gusta.

29

A. O-ú taʔpa María la baile há-pe?	Vendrá María al baile?
B. Hẽe, pero o-ñepyrũ rire.	Sí, pero despues que haya comenzado.
A. O-ú taʔpa i-chico ndi?	Vendrá con su novio?
B. Nahãniri, o-ú ta ha'e año.	No, vendrá sola.

(Eating, Personal Care, and Keeping House)

1

A. Moð^pa re-karú ra.e este diá? — Dónde comiste hoy?
B. A-karú cafetería-pe Daniel ndi. — Comí en la cafetería con Daniel.
A. Pe-hupytý^pa ra.e tembi-'ù porã? — Alcanzaron buena comida?
B. Hẽe, xé ha-'ú petei 'a cavallo' nde-he-té va. — Sí, yo comí un 'a caballo' bién sabroso.

2

A. Mba'é, na^nde^gusta^i^pa peteĩ naranja mĩ, mba'e? — Y no le gustaría una naranja?
B. Gracias, pero ko'ãga nahãniri. — Gracias, pero ahora no.
A. Naranja ne-re'é va ko hina. — Son naranjas bién dulces.
B. Ai-kuaá, oj-apó una hora ramo ai-pyté hetà-itereĩ hagué a-ina. — Lo sé, pero hace solamente una hora que lo he estado tomándolo bastante.

3

A. O-i^pa peteĩ bar pé-pe? — Hay un restaurant allí?
B. Ndé^piko ndé re-karú^i ra.e oré ro-sè mboyvé? — No comiste acaso antes que salieramos?
A. Hẽe, pero xe-nembyahýi jevý ma. — Sí, pero ya tengo hambre otra vez.
B. Xé katú a-reko-pá gueteri xe-rye-pe la ha-'ù va.ekué. — Yo sin embargo aún tengo en el estómago todo lo comido.

4

A. A-rambosa-se mi ningo, ikatú rð. — Quisiera desayunar.
B. Mba'é^pa rei-potá a-rú ndé-ve. — Qué desea que le sirva?
A. So'ó josopy ha cocido mĩ — 'So'ó josopy' y un poco de mate cocido.
B. Ague-rú raẽ ta la cocico ndé-ve. — I'll bring the cocido first.

5

A. Ai-potá mokoi pastel ha café. — Quiero dos pasteles y un café.
B. Mba'é ixa^pa rei-potá la café? — Cómo desea el café?
A. Kamby'ỹre. — Sin leche.
B. Ha upéi? — Y despues?

6

A. Ai-potá mokòi chipa ha cocido. — Quiero dos chipas y mate cocido.
B. Na á-pe. — Aquí lo tiene.
A. Mboý^pa a-devé ndé-ve? — Cuánto le debo?
B. Veinte guaraní. — Veinte guaranies.

7

A. Mba'é^pa re-jurure-sé? — Qué desea pedir?
B. Pegue-rekó^pa so'ó apu'á? — Tienen almóndiga (meat balls)?
A. Ko'ãga ne'îra gueteri, tarde mié. — Aún, hasta mas tarde.
B. Ha o-î^pa asado? — Y hay asado?

8

A. Roi-potá peteĩ mesá cuatro-pe ĝuarã. Queremos una mesa para cuatro.
B. Amõ ventana yke re o-ĩ peteĩ i-porã va. Allá cerca de la ventana hay una buena.
A. Ikatú^pa roi-kuaá mba'è mba'é^pa la pegue-rekó va? Podemos saber cuales son las cosas que tienen?
B. En seguida, karaí. Al rato, señor.

9

A. O-ĩ^pa sopa Paraguaya? Hay sopa Paraguaya?
B. Ko'ãĝa-ité nahãniri. Pero rogue-reko chipa so'o hakù porã va. Ahora mismo no. Pero tenemos chipa so'o bién caliente.
A. Nd^ai-potá^i. No lo quiero.

10

A. Mba'é^pa re-je-serví ta, karaí? Qué se servirá, señor?
B. Aĝã mié, a-maña mĩ raẽ ta. Mas tarde, miraré primero.
A. Ko'ãĝa rogue-rekó pirá aveí. Ahora también tenemos pescado.
B. Mba'é ixa guá^pa? De qué tipo?

11

A. A-je-servi-sé mo ne-caña mĩ Quisiera servirme un poco de su caña.
B. A-pe no^ro-vendé^i caña, karaí. Aquí no vendemos caña, señor.
A. Ha aunque sea vino^piko, nda^pe-rekó^i? Aunque sea vino no tienen?
B. O-ĩ, karaí. Mboý^pa rei-potá? Tenemos, señor. Cuánto lo quiere?

12

A. Kóva ko bar hembi-'ú hé. Este restaurant tiene buena comida.
B. Jai-ké ja-karú á-pe upé ixa rõ. Entremos a comer aquí si es así.
A. Mba'é^pa ja-'ú ta? Qué comeremos?
B. Oi-mè raẽ va mba'é. Cualquier cosa.

13

A. Xe-ñembyahỹi-eté-pa hĩna ko pyharé! Que hambre tengo esta noche.
B. Tekotevẽ ña-cenà porã entonce rõ. Es necesario que cenemos bién entonces.
A. Rei-kuaá^pa moõ ikatú ña-cenà porã? Sabes dónde podemos cenar bién?
B. Dos cuadra ko'á gui o-pytá peteĩ restaurante. A dos cuadras de aquí queda un restaurant.

14

A. Ja-nà va.erã mo'ã ja-'ú peteĩ asado. Deberíamos ir a comer un asado.
B. Xé na^xe-ñembyahý^ri ko'ãĝa. Yo no tengo hambre ahora.
A. Xé katú xe-ñembyahýi, pero se-sogué. Yo tengo hambre y no tengo dinero.
B. Ikatú ai-poruká ndé-ve cién guaranĩ Puedo prestarte 100 guaranies.

15

A. Mba'e^pa ndé re-rambosá? Qué desayunas?
B. A-rambosa mokõi ryguasu rupi'á ha cocido. Desayuno dos huevos y cocido.
A. Mba'é ixa^pa nde^gustá la ryguasù rupi'á. Cómo te gustan los huevos?
B. Xe^gustá xyryrý pyré. Me gustan fritos.

16

A. Nde^gustá^pa cafe mi?	Le gusta un poco de café?
B. Mba'é gui^piko?	Por qué no?
A. Katu-eteí xe^gustá la café a-mba.-apo-pá rire.	Casi siempre me gusta el café despues del trabajo.
B. Ha xé-ve xe^gusta-vé pyhare-ve-té, a-pu'ã vo.	Y a mí me gusta más tempranito, al levantarme.
17. Nd^ikatú^i a-mokõ.	No puedo tragar(lo).
18. Upe va-nte	Eso no mas
19. Ja-karú ñandé, t-o-pytá xu-pe amõva.	Comamos nosotros, que le quede a él aquello.
20. Xé ha-'u-pá ma.	Yo ya comí todo.
21. Mba'é^pa pe-'u-se-vé, refresco tẽra^pa tereré?	Cuál prefieren, refresco o tereré?
22. E-karú katu, ani re-tĩ ti.	Go ahead and eat, don't be bashful.
23. Hora ma^pa ja-karù hagüã?	Ya es hora de comer?
24. Mba'e re^pa ne^re-moĩ^ri asucá nde-café-pe.	Why don't you put sugar in your coffee?
25. E-je-sirvi-vé na.	Help yourself to more.
26. Nd^ai-pota-vé^i ma.	Ya no quiero mas.
27. Ko'ãga haimeté xe-ryvatã.	Ahora estoy casi satisfecho.
28. Ai-kotève-ve ỹ-takú.	Necesito más agua caliente.
29. I-ky'á gueteri.	It is still dirty.
30. Kambuxi-pe o-ĩ ỹ ro'ysã porã, he-ỹ-'u mĩ.	In the urn there is nice fresh water, have a drink.
31 Y-'uhéi.	Tengo sed.
32. Ha-y-'ú.	Bebo (agua).
33. Ha-'ú juky-sy mĩ-nte.	I'll eat just a little soup.
34. A-manó ta ma ñembyaỹi gui.	Moriré de hambre.
35. Xe^py'a nandi mbaraká ixa.	My stomach is as empty as a guitar.
36. Ja-'ú mo nde-y mĩ.	Would you give me some of your water.
37. Ne'ĩra gueteri re-ú va kóva reheguá?	Didn't you ever eat one of these?
38. A-pe o-falta peteĩ kysé.	Aquí falta un cuchillo.
39. O-falta xé-ve mokõi.	A mí me faltan dos.
40. Nd^o-faltá^i mba'evé.	No falta nada.
41. Mokõi ñemby.	Sobran dos.
42. Ha-'u-sé opá mba'e o-ĩ va	Quiero comer todo lo que hay.
43. Aní re-'ú heta-itereĩ la ỹ, porque oj-apò-vaí ta nde-rehe	Don't drink so much water because it will harm you.

44

A. Ajé^pa i-kyrà-ité ko Juan ko'ãga.	Verdad que este Juan está gordo ahora.
B. Mba'é gui^piko nda^i-kyra mo'ã^i, ko i-plata he'tá va.	Y si no engorda, con la plata que tiene.
A. Ha re-hexá nga'ú xu-pe la o-karú Jave hĩna'	Y si le vieras cuándo come!
B. Xé ai-kuaá, o-karú kuré ixa.	Yo sé, come como un chancho.

(State of Health, etc.)

1

A. Mba'é ixaˆpa re-ñe-ñanduˊ? — ¿Cómo te sientes?
B. A-ñe-ñandù porã, la akã rasy-nte ndaˆxe reˆjáˆi. — Me siento bien, solamente que el dolor de cabeza no me deja.
A. Re-hò varã mo'ã peteĩ médico ñanã-me. — Deberías ir a un médico de yuyos.
B. Hẽe, upéva la aj-apó ta va âga lunes. — Sí, eso es lo que haré el lunes.

2

A. Re-hó maˆpa ra.e doctor-pe? — Ya fuiste al médico?
B. Ne'ĩra gueteri. A-ñeha'ã ta a-kuerã xe-añõ. — Aún no. Procuraré curarme solo.
A. Xẽ-ve rõ ğuarã ko, i-põra-vé vara re-hó ta-ndeˆrexá peteĩ doctor. — Para mí, sería mejor que te fueras a que te vea un médico.
B. Xé a-ha-sé, pero hepy-etereí la doctor. — Quiero ir, pero los médicos son muy caros.

3

A. Nde-pirù-eté-pa ko'âga. — Qué delgado estás ahora.
B. Ha xe-rasy ningo ai-kó vo. — Estoy enfermo.
A. Mba'éˆiko la o-jehú va ndé-ve? — Qué es lo que te pasa?
B. Chaco-pe xeˆsu'u mbói. — En el chaco me mordió una víbora.

4

A. Kuehè guivé xe-akãnundú ai-kó vo. — Desde ayer estoy con fiebre.
B. Ha mba'éˆpa he-'í la nde-doctor? — Y qué dice tu médico?
A. Mba'evé. NdˆaháˆI gueteri voí ningo hendá-pe. — Nada. Aún no le he visitado.
B. I-porà va.erã re-hó, ha rei-kuaà porã mba'éˆpa la regue-rekó va. — Sería conveniente que lo visitaras y saber que es lo que tienes realmente.

5

A. Mba'èˆpa ikatú ha-'ú akã-rasý-pe guara? — Qué medicina puedo tomar para el dolor de cabeza?
B. Re-'ú maˆpiko genioI? — Ya tomaste genioI?
A. Hetá ha ha-'ú, ha ndˆoj-apóˆi xe-rehe mba'evé. — Ya lo he tomado bastante, pero no hace efecto en mí.
B. Re-tantea mì va.erá mo'â ningo pe aspirina — Deberías probar la aspirina.

6

A. Nde-resa'yjù-eté'pa! Mba'éˆiko o-jehú ndé-ve? — Cuán pálido estás! Que te pasa?
B. Xe-ŕye rasý. NˆaguantaváˆI ma. — Me duele la barriga. Ya no aguanto más.
A. Rei-potáˆpa a-me'e ndé-ve poná? — Quieres que te des alguna medicina?
B. Regue-rekó rè 'Jaguareté ka'a', ha a-me'é xé-ve — Si tienes 'jaguareté ka'a', démelo por favor.

7

A. Mba'éˆpa o-jehú ndé-ve? — Qué es lo que le pasa?
B. [illegible]-kuâ-me — Me corté en el dedo.
A. [illegible] nde-po. — Veamos su mano.
B. Doctor, ikatú taˆpa a-kuera pya'é? — Doctor, podré curarme pronto?

8

A. Na Juana hasỹ-eté hina.
B. Mba'éˆiko la o-jehú va xu-pe?
A. La i-doctor ndaje he-'í ogue-reko há cancer.
B. Mba'e-té ma xe-dios!

Sra. Juana está muy enferma.
Qué es lo que le pasa?
Dicen que su médico dijo que tiene cancer.
Qué cosa dios mio!

9

A. Xe-rasỹ katú ai-kó vo.
B. Mba'éˆpa la regue-rekó va?
A. Ndˆai-kuaà porãˆi. Hasỹ xé-ve xe-akã ha xe-py'á.
B. Re-hò va.erã mo'a ringo doctor-pe.

Ando algo enfermo.
Qué es lo que tienes?
No lo sé exactamente. Me duele la cabeza y el estómago.
Deberías ir a un médico.

10

A. Mba'éˆpiko ogue-rekó pe mitã?
B. O-jagarrá xu-pe pulmonía.
A. ha mba'éˆiko he-'í la pende-doctor?
B. Mba'evé. O-me'è peteĩ receta ro-joguá haĝuâ pohã.

Qué tiene ese niño?
Le tomó pulmonia.
Y qué dice su médico?
Nada. Dió una receta para comprar la medicina.

11

A. Pe-joguá maˆpiko la pohã?
B. Nahániri, ne'îra gueteri.
A. Mba'é reˆpiko?
B. hepỹ-etereĩ, ha ko'ãga ore-sogué hĩna.

Ya compraron el remedio?
No, todavía no.
Por qué?
Es muy caro y ahora estamos sin dinero.

12

A. Mba'éˆpa la a-rekó va, doctor?
B. Mba'evé i-vaĩ va. Pero re-ñangareko-vé va.erâ nde-rehe.
A. Doctor, pero xé ningo ndˆikatúˆi a-joguá la poha.
B. Re-ñeha'à va.erã re-consequí re-kuera-sé rõ.

Qué es lo que tengo, doctor?
Nada malo. Pero debes cuidarte más.
Doctor, pero yo no puedo comprar los remedios.
Debes procurar obtenerlo si quieres curarte.

13

A. Pe-ñenò voíˆpa ra.e angè pyharé?
B. Nahániri. Ro-ñenó pyhare ma ha ro-pu'a pyhareve-té.
A. Ha mba'é ixaˆpa oi-kó pende-róga-pe?
B. Hesâi-mbá porã-nte, gracias.

Did you go to bed early last night.
No. We went to bed quite late and got up quite early.
How is everyone at your house?
All good and healthy, thanks.

(Common Situations)

1

A. Ikatú^pa a-ñè'e mĩ don Pedro-ndi? — Puedo hablar con el Sr. Pedro?
B. Mba'é número^pa re-henõi re-ĩna? — Qué número está llamando?
A. Uno-siete-cuatro-ocho. — Uno-siete-cuatro-ocho.
B. Hmm, á-pe nd^oi-ko^i avavé héra va don Pedro. — Aquí no vive nadie llamado don Pedro.

2

A. Ikatú^pa a-ñè'e mĩ karaí José ndi? — Puedo hablar con el Sr. José?
B. Mba'ê ixa^pa nde-réra? — Cómo se llama Vd.?
A. Er-é xu-pe o-ñe'è-se há he-ndive i-sobrino. — Dígale que su sobrino quiere hablarle.
B. E-ha'arõ sapy'a mĩ. — Espere un momento.

3

A. Máva-pe^pa pe-ha'arõ pe-ĩna? — A quién están esperando?
B. Ro-ha'arõ ro-ĩna ore-amigo kuéra-pe. — Estamos esperando a nuestros amigos.
A. Ha'e-té ningo ku pende-poxý va pe-ĩna. Mba'é^iko o-ĩ? — Parecen enojados. Qué pasa?
B. Oj-apo mango media hora o-ù va.erã hagué ha nd^o-ú^iri hikuái. — Hace media que les estámos esperando y no vienen.

4

A. Ña-henõi py María-pe. — Llamemos pues a María.
B. Anĩ na-henõi tei xu-pe ko'ãg̃a-ité. — No le llamemos ahora mismo.
A. Hẽe, nda^jai-kuaá^i o-gustá ne^pa xu-pe. — Sí, no sabemos si le gustaría.
B. Ña-ha'arõ la siete tẽra la siete y media pevé. — Esperemos hasta las siete o las siete y media.

5

A. Alicia nda^hi'arè mo'ã^i, o-ú ta ma. — Alicia no tardará, ya viene.
B. Mba'e^ hora^pa o-sè ra.e ko'a gui? — A que hora salió de aquí?
A. O-sẽ kuri la dies rupi. — Salió como a las diez.
B. Entonce ningo ha'é hi'arè-tereí ma. — Si es, ya ha tardado demasiado.

6

A. Ne'ĩra^pa o-ú Juan? — Todavía no vino Juan?
B. Na pé-pe o-ú ma. — Allí ya viene.
A. La ocho y media. Araka'e mo o-g̃uahẽ ta hora-pe. — Las ocho y media. Cuándo llegará a hora.
B. E-pena'ỹ na. Ña-g̃uahẽ ta hora-ité-pe. — No te preocupes. Legaremos a tiempo.

7

A. Mba'e hora^pa regue-rekó? — Qué hora tiene?
B. Nda^xe-relo^iri hĩna ko'ãg̃a-ité — No tengo reloj ahora.
A. O-ĩ^pa peteĩ relo ko'á rupi? — Hay reloj por aquí?
B. O-ĩ peteĩ pe otro kotý-pe — Hay uno en el otro cuarto.

8

A. Ndé^pa nde-hora pora?	Tienes buena hora?
B. Xé a-porandù mo'á aveí ndé-ve upéva.	Es lo que iba a preguntarte.
A. La xe-relo o-pará kuri.	Mi reloj paró.
B. Ha xé katu xe-resarai nd^ague-rú^i	Y yo olvidé de traerlo.

9

A. Ikatú^pa a-ñè'e mi ne-hermano ndi?	Puedo hablar con su hermano?
B. Ko'ãga-ité ningo n^o-í^ri hína.	Ahora mismo no está.
A. Mba'è hora ikatú a-juhú xu-pé?	A que hora puedo encontrarle?
B. La cinco rupi.	Las cinco más o menos.

10

A. A-hà va.erã a-ñandu xe-sý-pe ko pyharé.	Debo ir a visitar a mi madre esta noche.
B. Ne^ra'arò^pa hína ha'é?	Te está esperando ella?
A. Hẽe, xe^ra'arõ. A-ñe'ẽ kuri he-ndivé ko pyharevé.	Sí, me espera. Hablé con ella esta mañana.
B. Ta-pe-vy'a-ité upé ixa rò.	Que se diviertan entonces.

11

A. A-ñe'ẽ-se mí don José ndi.	Quisiera hablarle a don José.
B. E-ha'arõ sapy'a mí	Espere un momento.
A. Hembi-apo rò hína, nd^ai-potá^i o-ñe-molestá.	Si está ocupado, no quiero que se moleste.

12

A. Rei-potá^pa ro^ha'arõ?	Quieres que te espere?
B. Nahãniri. Xé ikatú a-ñangareko xe-jehe.	No, yo puedo cuidarme.
A. Ikatú^pa ja-jo-topà jevý ağã mivé?	Podremos volver a vernos mas tarde?
B. O-í ma. Xé a-hasà jevý ta ko'á rupi media hora rire.	Está bién. Yo volveré por aquí despues de media hora.

13

A. O-Í^pa hína karaí Juan?	Está el señor Juan?
B. Nd^ai-kuaá^i, a-hexa mí ta.	No lo sé. Averiguaré.
A. Er-é xu-pé o-ñe'e-se há he-ndive doctor Castro.	Dígale que desea hablarle el Dr. Castro.

14

A. Rei-kuaá^pa araka'é^pa re-hó ta Paraguaý-pe?	Sabes cuándo irás a Asunción?
B. A-ha-sé ningo ağã lunes.	Quiero irme el lunes.
A. Mba'é re^pa ne^re-hẵ'aro-vé^i re-hó hağua?	Por qué no esperas más para irte?
B. Xe^ra'arõ ma hikuái amõ.	Ya me están esperando allá.

Auditional Sentences for Study

(mo'ã)

1.	Jueves ndˆaj-ú mo'ãˆi hína.	I don't think I'll be coming Thursday.
2.	Xé la guaranî gui ndaˆxe-resaràì mo'ãˆi voí.	I will not forget Guarani easily.
3.	A-manò mo'ã.	I almost died.
4.	Ha'à mo'ã.	I almost fell.
5.	Er-è riré xé-ve ro-heja varã mo'ã re-pytu'ú.	If you had told me I would have let you rest.
6.	Ja-jo-topá rirè ja-vy'à-vé varã mo'ã.	If we meet together we will rejoice.
7.	Ko'ẽro a-mba.apó hetá ta.	Tomorrow I will work a great deal.

(ne)

8.	Anî re-hó porké re-'á ne.	Do not go because you will fall.
9.	Ndˆo-hòˆi xéne.	He will not go.
10.	Ndˆai-kuáˆi aj-ú jevýˆ neˆpa.	I don't know if he will come again.

(ra.è; raka.e)

11.	Mba'è óraˆpa rei-kè ra.é re-mba.apó?	At what time did you begin working?
12.	Oi-kéˆpiko ra.é pe kuimba'é?	Did that man go in?
13.	Entero mba'é i-varàto-vé raka.é.	Everything was formerly cheaper.
14.	Mboý año re-studiá raka.é la re-je-resivî hağuã.	How many years have you studied in order to get your degree?

(va)

15.	Pe sicuèntaisiéte pe ryguasú o-valè mî vakué dies pésos.	In '57 hens used to cost ten pesos.
16.	Xé a-mba.apò varã a-vivì hağuã.	I have to work in order to live.
17.	Ai-kuaá ha'é o-hò va.erã há.	I know that he has to go.
18.	Ndˆai-potáˆi o-jy'ỹ va.	I don't want what is uncooked.
19.	Pe-mbo-ayvú ro-hendù hağuã ixa la pej-é vakué pe-îna.	You were making noise so that we could not hear what you were saying.

20.	Rei-kuaáˆpa pe o-hó vakué-pe?	Do you know the one who left?
21.	Jai-pe'á la i-ky'á va la i-potĩ va gui.	We separate the dirty ones from the clean ones.
22.	O-moingové la o-manõ vakué hĩna.	She is reviving the one who died.
23.	Ndˆikatúˆi a-mombe'ú ndé-ve la a-hexá vakué.	It is not possible for me to tell you what I saw.
24.	Rei-kuaáˆpiko la er-è varã?	Do you know what you have to say?
25.	Ndaˆrekóˆi tiempo a-perdè varã.	I don't have time to waste.
26.	Ndˆa-topáˆi la kuairũ oi-porukú vakuè xé-ve.	I don't find the ring he lent me.
27.	Ndˆa-topáˆi la oi-porukú vakué xé-ve i-kuairũ.	I don't find the one who lent me his ring.

(guá)

28.	Pe mitã'í oi-kõ i-sý ndi.	That child goes with his mother.
29.	O-ñe'è hĩna i-chica ndi.	He is talking with his girl friend.
30.	Xé Paraguaỳ guá.	I am from Asunción.
31.	Ko mesá amò guá.	This table is from there.
32.	Ko mesá amò guaré.	This table came from there.
33.	Ko xipá pikò este dĩa guaré.	The cake was baked today.
34.	Mamõ ĝuarã?	For where?
35.	La so'ò-kangué e-hejá umĩ jaguá-pe ĝuarã.	Leave the bones for those dogs.
36.	A-joguá la jaguá ndé-ve ĝuarã.	I bought the dog for you.

(gui)

36.	Ei-pe'á la nde-pó la mesà ári gui.	Remove your hand from the table.
37.	O-sẽ óga gui.	He goes out of his house.
38.	O-ú Taraguí gui.	He comes from Taraguí.
39.	O-manõ ñembyahýi gui..	He died of starvation.
40.	Upè óga i-pòra-vé kóva gui.	That house is more beautiful than this one.
41.	Ko tembi-.apó hàsy-vé ku kuehè guaré gui.	This work is harder than yesterday's.
42.	E-rahá oi-mè raè ko'ã jaguá a-pyté gui.	Take any one of these dogs.
43.	Mesá yvyrà.	A table (made) of wood.
44.	Óga ità.	A house of stone.
45.	Óga ità gui-guaré.	A former house of stone.
46.	I-mboriahú va guivé o-ñe-mbomirĩ.	Everybody who is poor is humbled.

47. Ha'é o-pìta-vé la xé ai-mo'ã va gui. — He smokes more than I thought.

(pe)

48. E-me'ẽ jaguá-pe kóva. — Give this one to the dog.
49. Oi-mẽ o-kẽ-me. — He is at the door.
50. A-há ta ñũ-me. — I'll go to the field.
51. Oi-ké ka'aguý-pe. — He entered the forest.
52. A-há camión-pe. — I go by bus.
53. Oi-kytĩ hãi-mẽ. — He cut it with his teeth. .
54. Xé a-mbovyvý la xe-vistído peteĩ inimbó i-poguasú va pe. — I sew my dress with a thick thread.
55. Ha'é mĩ nte la xé añandú va. — I just say what I feel.
56. Hasý ko hĩna la o-guerú va xé-ve la mandi'ó. — The one who brings me the mandioc is sick.
57. Mba'é^pa la rei-potá va. — What do you want? (What is it that you want?)
58. Mba'é^pa la ha'é vaekué ndé-ve? — What did I tell you?
59. Ha nde^piko er-é xé-ve la tapé a-segí va.erã? — And you tell me the road I must follow?
60. La xé ai-potá vakué a-rekó ma. — I already have what I wanted.
61. Peá la ai-pota'ỹ va. — That is what I don't want.

(ha)

62. Ai-kuaá la nd^o-ù mo'ã^i há. — I know he does not intend to come.
63. Re-ñandú xé xe-rasỳ há. — You heard I was sick.
64. Ai-kuaá o-hò ta há. — I know that he will go.
65. He-'í o-ù hagué. — He says that he came.
66. He-'í xu-pé o-ù haĝuã. — He tells him to come.
67. Ha-'é xu-pé peteĩ japú o-ù haĝuã. — I told him a lie to make him come.
68. Er-é xu-pé a-hà há. — Tell him that I go.
69. He-'í xu-pé o-ù haĝuã. — I told him to come.
70. Er-é xu-pé nd^ai-me^i há a-ĩna. — Tell him I'm not in.

71. Pe kuimba'é oi-ké. — That man entered.
72. Re-hexá pe kuimba'é pe. — You see that man.
73. A-hexá pe kuimba'é oi-kẽ hagué. — I saw that the man entered.
74. Pe-hexá^pa pe kuimba'é oi-ké vakué pe? — You saw that man who entered?

75.	Kuehé a-pu'à nde mboyvé.	Yesterday I got up before you.
76.	Kuehé a-pu'ã reĵ-ù mboyvé.	Yesterday I got up before you came.
77.	Ro-mboguatá ta pe ka.aguý pevé.	I'm going to make you walk as far as that forest.
78.	O-kañỹ la xe-rymbà-jaguá la tapé re.	My dog got lost along the road.
79.	A-jokuá yvyrá rehé.	I tied it to a tree.
80.	Pe tráne re o-ĩ mokõi mãncha.	There are two stains in that suit.
81.	Kóva riré.	After that.
82.	O-ú media óra riré.	He arrived after half an hour.
83.	E-ñe'ẽ nde-jurú rupi.	Speak through your mouth.
84.	Oi-ké la okè rupi.	He entered by the door.
85.	Ij-yvaté xé ixa.	He is as tall as I am.
86.	Ta-pe-hó pe-ké.	Go to sleep.
87.	Ta-há ta-heká xu-pé.	I want to go find him.
88.	Te-re-ho e-rú xé-ve nde-hermano.	Go and bring your brother.
89.	O-jeruré o-mboù hağuã xu-pé nóga-pe.	He asks him to make him come home.
90.	He-'í xé-ve a-hasà jevỹ hağuã ko'èro.	He told me to come again tomorrow.
91.	He-'í xé-ve anĩ hağuã a-há a-jahú.	He told me not to go bathe.
92.	Ikatú^piko a-sẽ ko ka.arú?	May I go out this afternoon?
93.	O-ký rò nd^o-ù mo'à^i ha'é.	If it rains he is not going to come.
94.	Pe kuña-karaí o-ĩ o-sẽ hağuã ixa.	That lady seems to be ready to go out.
95.	Araka.evé na xe-mandu'á i a-rù hağuã.	I never remember to bring it.
96.	Xe-mandu'á nde-rú re.	I remember your father.
97.	Ha'é o-kyhyjé o-sè hağuã.	He is afraid to go out.
98.	O-kyhyjé la jaguá gui.	He is afraid of the dog.
99.	A-vy'á nde-rexá vo.	I am glad to see you.
100.	A-vy'á ja-jo-topà-pà jevỹ hagué re.	I am glad we have all met together again.
101.	Ndo-tĩ^ri o-pytà jevý vo.	He is not ashamed of remaining again.
102.	Juan o-ù-sé xe^visitá vo.	Juan wanted to come to visit me.
103.	E-jú ko'èro re-rahá hağuã la aó.	Come tomorrow to take the clothes.
104.	Ei-poruka mí xé-ve peteĩ cavajú a-guahẽ hağuã Paraguái-pe.	Lend me a horse to go to Paraguay.
105.	Er-e mĩ xé-ve mãva^pa la tapé a-hâ hağuã Lúque-pe.	Tell me which is the road to go to Luque.

106.	O-kañỹ ixu-gui anĩ hagüã o-juká ĩxu-pé.	He hid himself so that they wouldn't kill him.
107.	O-pu'ã porã^piko la kumandá.	The beans are growing well. (getting up)
108.	Pe mitã karia'ý o-ú oj-apó sarambi.	That kid came to cause trouble.
109.	O-jupí o-hexá i-sý-pe.	He goes up to see his mother.
110.	Mboý año^pa re-rekó ?	Cuantos años tienes ?
111.	Mamó^pa o-pytá nde-róga ?	Where is your home ?
112.	Pe guyrá hový.	That bird is blue.
113.	Lo mitã iñ-ate'ý.	The children are lazy.
114.	Araka'é^piko re-guahẽ ra.è ?	When did you arrive ?
115.	A-vy'á ro-hexá vo.	I am glad to see you.
116.	Pe kuñà-karaí mbohapý i-membý.	That lady has three sons.
117.	Re-rekó^pa la xe-kysé ?	Do you have my knife ?
118.	Ore-rasy mĩ ro-ĩna.	We are a little sick.
119.	Oi-mẽ kokué-pe.	He is at the farm.
120.	Re-vènde-sé^pa xé-ve ko mburiká ?	Do you want to sell me this mule ?
121.	Mboý^pa re-jeruré hése ?	How much are you asking for it ?
122.	Hepỹ-etereí !	How expensive !
123.	Pe mburiká nd^o-valé^i mbà'e-vé.	That mule isn't worth anything.
124.	Xe-mandu'á nde-rehe.	I forget you.
125.	Peteĩ guãiguĩ i-poxý i-ména ndi.	An old lady got mad at her husband.
126.	Pende-resarái^pa pende-rú gui.	Do you-all forget your father ?
127.	Ndé^pa Juán Ramón ? Xé nda^ha'é^i.	Eres tú Juan Ramón ? No, I'm not.
128.	Mba'é^pa he-'i-sé ... guaranĩ-me ?	What does ... mean in Guarani ?
129.	Nda^xe-japú^i.	I'm not lying.
130.	A-juhú xe-sý-pe i-kotý-pe.	I find my mother in her room.
131.	Pe jagua o-juká ta mbarakajá-pe.	The dog will kill the cat.
132.	Umĩ mita'í o-juhú peteĩ mboi ha o-juká.	Esos niños encuentran una serpiente y la matan.
133.	Ei-poruká xe-rú-pe kóva.	Lend this to my father.
134.	Ai-kotevẽ peteĩ mburiká re.	I need a mule.
135.	Ai-potá un kílo avatí.	I want a kilo of corn.
136.	Araka'é^pa o-guahẽ ra.è nde-rú ?	When did your father arrive ?
137.	Mba'é^iko o-jehú ndé-ve?	What is the matter with you ?
138.	Xé a-me'ẽ xu-pe ỹ mĩ.	I give him a little water.
139.	O-kañỹ ore-heguí pe ore-rymbajaguá.	We lost our dog.
140.	Kóva^pa la Itá rapé ?	Is this the road to Ita ?
141.	Nda^i-po^ri tapé.	There is no road.
142.	Aipóva oi-mẽ Rusia-pe.	That one is in Russia.
143.	N^o-sẽ^i guèteri la kuarahý.	The sun hasn't come out yet.
144.	Ta-pe-hó pende-róga-pe.	Go home.
145.	E-jú na xe-ndivé.	Come with me.
146.	Mba'é ixa^pa pe-jú peẽ ?	How did you come ?
147.	Ro-jú yvý rupi.	We came on foot.
148.	Nd^o-ú^i^pa nde-ndivé nde-rembirekó?	Didn't your wife come with you ?
149.	Ja-há ko tapé rupi.	Let's go by this road.
150.	Mba'é^pa ndé er-é ?	What did you say ?
151.	Pej-é xé-ve mba'é^pa pei-potá.	Tell me what you want.
152.	I-karú pe karaí; ho-'ú peteĩ guéi.	That man's a glutton; he can eat an ox.
153.	Re-'a^pa cavajú ári gui ?	Did you fall from (off) the horse ?

154.	Ha-'á ha á-pĕ xe ʼretymá-me.	I fell and broke my leg.
155.	Ague-rú ndé-ve peteĩ regálo.	I brought you a present.
156.	Peteĩ aò-johéi há o-johéi la xe-aó.	A laundry woman washes my clothes.
157.	Moõ guiˆpa o-ú ko tatatĩ ?	Where does that smoke come from ?
158.	Aváˆpiko o-ú ?	Who came ?
159.	Ndé moõ gui rej-ú ?	Where do you come from ?
160.	Óga-pe o-ĩ ʼhetá taravé.	There are a lot of cockroaches at home.
161.	Ndˆo-je-topáˆi mamo-vé la i-jukáʼ há re.	The murderer is not to be found anywhere.
162.	Pe otra semana a-karú hendivé.	Last week I had dinner with him.
163.	Upé lunes o-ú kurĩ.	He went on Monday.
164.	Re-purahéi rõ a-me'ẽ ta ndé-ve peteĩ prémio.	If you sing I will give you a prize.
165.	O-sẽˆpa ra.è ʼhóga gui tẽraˆpa ndˆo-sẽˆi ra.è ?	Did he leave the house or not ?
166.	Kó'ẽro a-hà jevỹ ta la mediko ʼrendá-pe.	I'll go again to see the doctor.

REINFORCEMENT STAGE

El uso de NE RÒ trae insospechables oportunidades para que los estudiantes se ejerciten en los usos VIVOS del idioma. Con ella se pueden ambientar o componer situaciones (bién dramáticas) que envuelvan al estudiante exigiendo de él una definición categórica y personal. Y sobre todo sirvirá para reforzar el uso de patrones en re-creaciones libres de respuestas prefabricadas.

Estas son algunas situaciones compuestas en que cada estudiante deberá participar y (con la ayuda del maestro corrigiendo los errores gramaticales) dar una respuesta, personal.

1. Jesucristo he-'i va.ekue: Re-ñe-nupã rò peteĩ nde-ṙovà yké-pe. E-moĩ otro nde-ṙovà yké ha e-ñe-nupã-ká jevý.

   Xe a-porandú peẽ-me: Mba'éˆpa ndé rej-apó ne o-ú rò peteĩ nde-rapixá ndeˆ ṙova-pete ?

2. Re-hó rò re-ke peteĩ hotel-pe ha re-páy re-topa re-ñe-monda pa-ité hagué. Mba'éˆpa rej-apó ne ?
   (Despues que cada uno haya dado respuesta)

   La policía he-'i rò ndé-ve nde-hermano hagué la monda ha; mba'éˆpa rej-apó ne ?

3. Re-hó rò re-joguá peteĩ nde-camisa rã. Ha upéi re-ju nde-ṙóga-pe re-topá tuixa há nde-rehe. Mba'éˆpa re-ho ne er-é la o-vendé vakue-pe ndé-ve.

4. Ndé re-hó peteĩ pueblo'i mĩ-me Paraguái-pe, ha o-kañy mba ité nde-hegui la ndé kuatia kuéra, ha o-ú peteĩ tahaxi o-jururé ndé-ve nde-documento re, ha ndé er-é xu-pe: XE CUERPO DE PAZ PEGUÁ VOLUNTARIO pero ha'é ndˆoi-kuaáˆi mba'éˆpa he-'i-sé upeva ha ndeˆnupa ha ndeˆ gueraha preso mba'éˆpa er-é ne la comisario-pe.

Lea envoz alta cada sentencia, hasta que todos lo hayan entendido (asegúrese de ello). Luego dé tres nombres preguntando a cual de ellos se debe. Por ej. Ud. toma la sentencia 'Cree o muere' de Mahoma.

Maestro: E-gueroviá tẽra e-manó. Mãvaˆpa he-'í raka.è: Mahomaˆpa tẽra Jesús tẽraˆpa Moisés ?
Cada persona despues de ENTENDERLO tratará de dar la respuesta correcta. Evite que traten de adivinar sin entender las sentencias. Puede ser una vívida competencia de puntos y proclame al ganador.

MAVAˆPA HE-'Í RAKA'E

1. 'E-guerovia tèra e-mano' Mahoma, Cristo, Moises.

2. 'Anî re-heja ti ko'èro guarã la ikatuva rej-apo ko'ára' Franklin, Julio Cesar, Salomon.

3. 'Re-haihu va.erâ nde-ŕapixa-pe re-je-haihu há ixa nde-jupe ' Jesús, Budda, Pablo.

4. 'Peteî centavo i-ñongatu pyre peteî centavo i-ñe-ganá pyré' Franklin, Karl Marx, Adam Smith.

5. 'I-porã ve peteî guyra nde-pópe cien o-vevé va gui' Franklin, Salomon, Chino.

6. 'Ej-apó nde-ŕapixa re rei-potá ná ixa o-jej-apó nde-rehe' Jesús, Moisés, Judios.

7. 'Ndaˆmbujape añoˆi-gui oi-kove va.erâ kui mbá'é' Jesús, Budda, Napoleón.

8. 'Pe-poí xeˆhegui tèra xe-juká' Patrick Henry, Tomas Paine, Washington.

9. 'Anî oi-kuaá ti nde asú oj-apó va ndé derecha' Jesús, Franklin, Seneca.

10. 'Lázaro, e-pu'à e-guatá' Pablo, Jesús Mahama Ghandi.

11. 'Oi-ke há pe kuarahy ndˆoi-keˆiri médido' Franklin, Chino Ñe'ẽnga, Pasteur.

Otro útil REINFORCEMENT podría consistir en lo siguiente:

Antes que nada el maestro deberá estar más or menos compenetrado de las intereses especiales de su clase o de cada individuo en especial. Luego recurriendo a la imaginación siempre rica de los estudiantes, debe hacer que cada uno responda a las siguientes preguntas y otras que el maestro hará.

1. Mba'é ixa guà óga^pa rej-apo-uká ne re-guereko rõ 1,000,000 de dolares?

2. Mba'ẽ ixa guã cõche^pa re-joguá ne re-guereko rõ 2,000,000 de guaranies?

3. Moõ^pa re-hó ne re-guereko rõ peteĩ avión a chorro?

4. Mãva re^pa re-mendá ne nde-plata-ñeta rõ?

5. Moõ^pa re-ho-sé ne nde^re-hó^i ta rõ Paraguái-pe?

6. Mba'é^pa re-joguá ne nde-plata-ñetá rõ?

7. Moõ^pa re-hó ne rei-ko nde-plata-ñetá rõ?

Veinte Preguntas

Este juego es bien conocido por la mayoría de los Norteamericanos. Consiste en lo siguiente: se divide la clase en 3 o más equipos. Uno de los estudiantes; Luis por ejemplo, es escogido para pensar en un determinado personaje famoso. Entonces cada equipo tendrá 20 oportunidades para lograr adivinar el nombre del personaje. Supongamos que Luis pensase en Abraham Lincoln y que los equipos tratasen de adivinarlo.

Estudiante 1:	Kuña^pa?
Luis:	Nahãniri.
Estudiante 2:	Norteamericano^pa?
Luis:	Hẽe.
Estudiante 3:	Oi-kové guèteri^pa?
Luis:	Nahãniri.
Estudiante 4:	Mba'é apo-há^pa raka'e? Politico^pa?
Luis:	hẽe.
Estudiante 3:	Oi-kó va.ekue^pa siglo 19-pe?
Luis:	Hẽe.
Estudiante 2:	Ha'é hẽra Abraham Lincoln, aje^pa?
Luis:	Hẽe.

En el ejemplo de arriba el estudiante número 2 ha logrado adivinar el nombre del personaje, por lo cual èl (estudiante 2) ocupará el lugar de Luis y pensará en otro personaje que los equipos tratarán de adivinar. Si un equipo rebasase el número de 20 preguntas será eliminado.

VARIACIONES: Este juego se presta a múltiples variaciones. Los objetos del juego podrían ser también personajes famosos, como hechos historicos, grandes cuidades o cualquier otra cosa.

GENERAL QUESTIONS

Mba'é ixa^pa nde-rera?	Cómo se llama Ud.?
Araka'é^pa re-nace raka'e?	Cuándo nació Ud.?
Mamo^pa o-pyta nde-roga?	Dónde queda su casa?
Mba'e-pe^pa re-mba'apó?	En qué trabaja Ud.?
Mba'e^pa re-studia raka'e?	Qué estudió Ud.?
Ikatú^pa ne-mandu'á oréve la ne-familia rehe?	Puede Ud. hablarnos acerca de su familia?
Mba'é ixa^pa re-ñeñandú?	Cómo se siente
Mba'é^pa hasý ndéve?	Qué le duele?
Mba'e^pa o-ĩ ne^molestá va?	Hay algo que le molesta?
Mba'é^pa ne^kevrantá?	Qué le preocupa?
Mba'é^pa la ne^interesá va?	Qué es lo que le interesa?
Mba'é-pe^pa re-mba'apó raka'e re-ĩna re-jù mboyvé ko'á-pe?	En qué estaba trabajando antes de venir aquí?
Ma mboý^pa re-ganá raka'e?	Y cuánto ganabas?
Mboý^pa o-gana por año la ne- familia?	Y cuánto gana anualmente su familia?
ha mba'é teko^pa la situación ko'ãga nde-roga-pe?	Y cómo está ahora la situación en su casa?
Mboỹ^pa pei-me nde-roga-pe?	Cuántos son en su familia?
Mboý^pa ne-membý ndé?	Cuantos hijos (hijas) tiene? (a una mujer)
Nde-aré ma^pa ko hospital-pe?	Ya ha estado mucho tiempo aquí en el hospital?
Oi-mé ne re-hexà ga'ú la ne-familia kuéra-pe, aje^pa?	Seguramente añcras a sus familiares, verdad?
O-ú^pa jepi ne-gente kuera ne^andú?	Suelen venir sus parientes a visitar?
Hetá-pe ma^pa rei-kuaá á-pe?	Ya conoció a muchos aquí?
Ne-kane'õ^pa sapy'a mi mĩ ko hospital gui?	Se cansa de vez en cuando del hospital?
Mba'é^pa la rej-apo-se-vé va?	Qué es lo que más desea hacer?
Mba'e^pa he-'í ne-gente kuéra la re-ĩ haguere la hospital-pe?	Qué dicen sus parientes porque está en un hospital?
Re-hexa py'ỹi^pa la doctor kuéra-pe?	Les ve Ud. frecuentemente a los médicos?
Ne^pytyvõ^pa va ixa ndéve hikuái?	Le parece que le ayudan?
Mba'é, nde^gustá la tembi'ú?	Y, le gusta la comida?
Mba'e mba'é^pa la re-'ú va ko'á-pe?	Qué cosas come aquí?
Mba'é^pa la re-'u-se-vé va re-ĩ jave nde-roga-pe?	Qué es lo que suele gustarle más cuando está en su casa?
Oi-mè vaerã ningo re-extrañá ã mba'é, aje^pa?	Seguramente extrañas estas cosas, verdad?
Na^ñande-título^i rõ, hasý ña-mba'apo haguã, ajé^pa?	Si no tenemos un título, es dificil trabajar, no?
Ymá^pa re-mba'apo rakae?	Trabajaba antes?
Nde^gusta^pa rakae la nde-puesto?	Le gustó su cargo?
Mba'é^pa re-pensa rej-apo vo re-sẽ vove águi?	Qué piensa hacer cuando salga de aquí?
Arakae^pa vaixa nde-ve re-sẽ ta ko'águi?	Cuándo le parece que va a salir de aquí?
Re-ñe'ẽ ma^pa rae la doctor kuera ndi mba'é re?	Ya habló de estas cosas con el médico?

O-Ĩ^pa ne^pytyvõ ta va re-juhù haĝuã nde-trabajorã re-sẽ vové á-gui?
Mava^pa umíva?
Mba'é^pa er-é roi^pytyvõ rõ̀? A-ha-kuaá a-ñe'ẽ hendive kuera.
Re-gana va^pa ikatu haĝuãixa re-sos-tené la ne-familia kuera-pe?
Mboý^pa re-gana rakae yma-vé?
Ha nde-roga-pe^pa o-Ĩ ambue o-mba'apó va aveí?
Re-guereko^pa ne-gente militar va?
Nde^pa liberal tẽra colorado?
Ne^pytyvõ^pa rakae la nde-partido?
Rei-potá rõ, xé ikatú a-há a-ñemongetá hendive kuera.
Ndè^pa o-menda va?
Re-hexa py'ỹi^pa xupe?
Re-pena^pa ne-memby kuera re?
O- scrivi^pa ndéve hikuái?
Rei-ké^pa escuela-pe rakae?
Mba'e grado pevé^pa?
Re-lee ha re-scrivi^pa?
Rei-potá rõ, sé ikatu roi^pytyvõ re-scriví haĝuã peteĩ carta.
Xé ikatu a-conseguí ndéve la kuatiá
Rei-kuaá^pa mba'ére^pa re-Ĩ re-Ĩna hospital-pe?
Oi-kuaá^pa hikuái nde-rasý há?
Re-kyhyjé^pa rakae re-ju haĝuã hospital-pe?
Xé a-hexà-kuàa há ixa hetá o-Ĩ la nd^o-u-sé^i va hospital-pe nd^oi-kuaà^i gui mba'éixa^pa-nte.
Hetá ningo o-Ĩ he-'Í va la o-Ĩ va guivé ko'á-pe i-tarova há. Ha nda^upeixa^i. Tavý gui o-je-'e upéixa.
Xéve rõ guarã ndé re-ñekevrantá re-Ĩna re-sẽ-sé gui ko'á gui. Arakae^pa re-sẽ ta re, ha mba'e responsabilidad^pa ho'á ta nde-ári re-sẽ vové.
Ha xé roi^pytyvõ-sé. Ikatú rõ̀, xé a-arregla-pa-sé la rei-potá va re-sẽ mboyvé.
O-Ĩ^pa ikatú va aj-apo nde-rehe tẽra ne-memby kuera re?
Tekotevẽ re-ñeha'ã re-pytu'u re-kuerá pya'e-vé haĝuã, ha ikatu haĝuãixa re-hó pya'e-vé la nde-roga-pe.
Aré ma^pa nde-rasy hague ko mba'asý gui.

Hay alguien que va a ayudarle a encontrar un trabajo cuando salga?
Quienes son ellos?
Qué le parece si le ayudo? Puedo ir a hablar con ellos.
Suele ganar lo suficiente para mantener a su familia?
Cuánto ganaba anteriormente?
Y hay otros que trabajan en su familia?

Tiene parientes militares?
Es Ud. liberal o colorado?
Le ha ayudado su partido?
Si quiere yo puedo ir a hablar con ellos.
Es Ud. casado?
Le ve Ud. frecuentemente?
Se preocupa por sus hijos?
Le escriben?
Entró en la escuela?
Hasta qué grado?
Lee y escribe?
Si lo desea yo puedo ayudarle a escribir una carta.
Yo puedo conseguir el papel.
Sabe Ud. porqué está en el hospital?

Saben ellos que está Ud. enfermo?
Tenía Ud. miedo de venir aquí?

Me parece que hay muchos quienes no quieren venir a este hospital, porque no saben cómo es.
Muchos dicen que todos los que están aquí son locos. Pero no es así. Por ignorancia se piensa así.
Para mi, Ud. se preocupa por querer salir de aquí. Sobre cuándo saldrá y la responsabilidad que recaerá sobre Ud. cuando salga.
Yo quiero ayudarle. Si es posible quiero arreglar todo antes que salga.
Hay alguna cosa que yo pueda hacer por Ud. o sus hijos?
Es necesario que procure descansar para curarse mas rápido y para poder volver pronto a su casa.
Hace mucho tiempo que tiene esta enfermedad?

Mba'éixa^pa re-kuerá rakae umi otro mba'asy gui? Re-jú^pa rakae hospital-pe tẽra moõ re-hó?	Cómo se curó de las otras enfermedades? Fué Ud. a un hospital, o dónde?
La cancer i-peligroso, aje^pa?	El cancer es peligroso, verdad?
Mava re^pa re-je-rovia-vé?	En quién confía más?
Sapy'a-nte ko o-jehu ñandéve jai-potaỹ va, aje^pa?	A veces nos pasan cosas que no deseamos, verdad?
Sapy'a-nte katu nda^ja-vy'á^i reí-nte.	Y a veces nos entristecemos sin motivo.
Sapy'a-nte ko ñai-kotevẽ voí ña-ñemoha'eñó ha ña-ñemotiempo ja-pytu'u haguã ha ña-pensa haguã, ajé^pa?	A veces es necesario buscar la soledad y hacerse de tiempo para descansa y pensar, verdad?
Arakae^pa i-porã ña-mendá?	Cuándo debe uno casarse?
Mba'e re^pa iñimportante-tereí la plata?	Por qué es tan importante el dinero?
Añeté^pa opá o-ĩ va i-plata heta-se´)	Es verdad que todo el mundo quiere ser rico?
Mena^pa o-me'ẽ mbá vaerã i-plata hembireko-pe?	Debe el hombre dar todo su dinero a su esposa?
Mboý^pa o-sẽ la título universidad-pe?	Cuánto cuesta una educación universitaria?
Añeté^pa entero norteamericano i-plata hetá?	Es verdad que todos los norteamericanos son ricos?